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ABSTRACT

This curriculum guide is one of a set of four components covering the food service occupational cluster, developed for use in occupational home economics courses. Teaching strategies, teaching aids, laboratory management plans, and test questions are coordinated with the chapters in the related reference book. A variety of teaching strategies is included, such as reading, lecture, discussion, audiovisuals, and activities. Transparency masters and handout masters are provided. Suggestions for laboratory management include information related to facilities, equipment, and supplies; planning and conducting laboratory activities; and managing the laboratory. Test questions are included for each chapter in the reference book. Answer keys are provided for test questions and for activities in the student activity book. The series of coordinated components is designed to meet a variety of instructional needs, for both cooperative education and laboratory education students and regular and special needs students. (KC)

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Food Production, Management, and Services

Curriculum Guide

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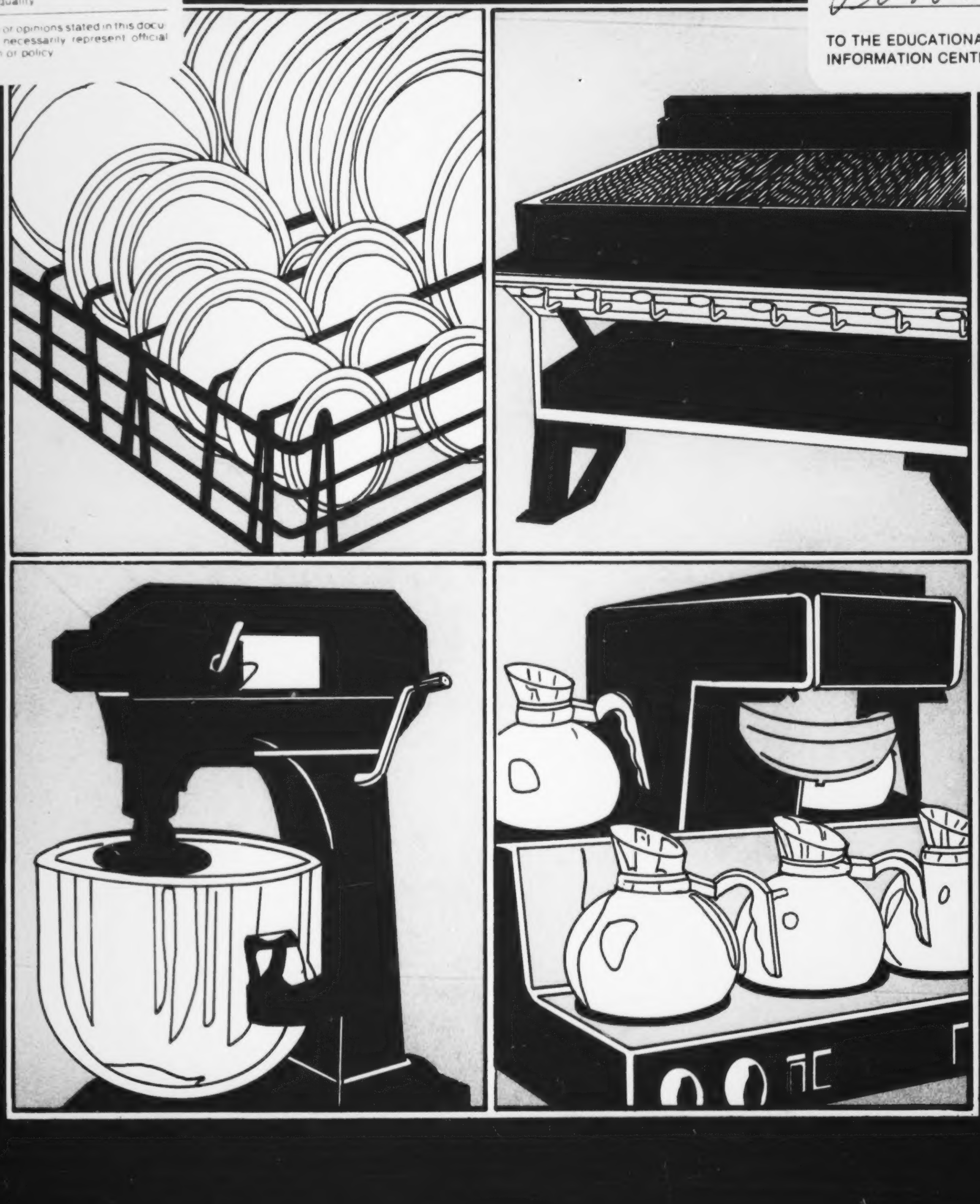

Food Production, Management, and Services

Curriculum Guide

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Table of Contents

Page

Acknowledgments vii

Introduction ix

CHAPTER TEACHING STRATEGIES

1–The Food Service Industry 1

2–Food Service Careers 3

3–Safety 6

4–Emergency Procedures 9

5–Personnel, Equipment, and Facility Sanitation 13

6–Food Sanitation 20

7–Nutrition 23

8–Special Diets 28

9–Tools and Utensils 31

10–Food Preparation Equipment 37

11–Cold Storage, Serving, and Cleaning Equipment 49

12–Food and Supplies 55

13–Food Preparation Techniques 58

14–Beverages 68

15–Cold Sandwiches 71

16–Salads 74

17–Appetizers 78

18–Soups and Sauces 80

19–Meat, Poultry, and Fish 84

20–Eggs and Cheese 92

21–Cereals and Pastas 97

22–Vegetables and Fruits 100

23–Breads 104
24–Desserts and Cookies 108
25–Cakes and Icings 113
26–Pastry and Pies 117
27–Basic Service Skills 122
28–Sidework 128
29–Styles of Service 132
30–Table Service 137
31–Counter and Self-Service 143
32–Other Types of Food Service 147
33–Money Handling 153
34–Management Responsibilities 157
35–Cost Control 161
36–Buyers, Receivers, and the Storeroom 164
37–Finances and Recordkeeping 167
38–Personnel and Production Management 170
39–Merchandising and Public Relations 173

TEACHING AIDS 177
LABORATORY PLANS 385
CHAPTER TESTS 423
CHAPTER TEST ANSWER KEYS 503
ACTIVITY BOOK ANSWER KEYS 511
REFERENCES 555

7

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Introduction

Food Production, Management, and Services is part of a series of instructional materials developed for use in occupational home economics education courses. The materials are designed to meet the needs of teachers and students in Home Economics Cooperative Education, Pre-Employment Laboratory Education, Coordinated Vocational-Academic Education, and Vocational Education for the Handicapped. The complete series includes instructional materials for the occupational objectives of *Assistance Services for the Elderly; Child Care and Guidance Management and Services; Clothing, Apparel, and Textiles Management, Production, and Services; Home Furnishings and Equipment Management, Production, and Services; and Institutional, Home Management, and Supporting Services.*

Components of the Instructional Materials

Food Production, Management, and Services will include four publications: a reference book, a curriculum guide, a student activity book, and a student aid book. Each part of the series is coordinated with other parts of the series.

The self-contained *reference book* provides information needed by teachers and students about a cluster of careers. The reference book is based on competencies needed by employees in the field. The reference book includes information about the industry, careers, safety, emergency procedures, tools and equipment, principles and theories, procedures, and management. The book is divided conceptually into chapters. Each chapter lists the competencies to be developed and the objectives to be achieved. New terminology is clearly identified, defined, and explained. Line drawings are used to illustrate many concepts. Each chapter ends with points to remember, words to know, and questions for review. An index of technical terms and concepts is provided to facilitate use of the reference book.

The *curriculum guide* provides a variety of teacher information. Teaching strategies, teaching aids, laboratory management plans, and test questions are coordinated with the chapters in the reference book. A variety of teaching strategies are included. The types of strategies include reading, lecture, discussion, audiovisuals, and activities. Transparency masters and handout masters are included for the teacher's convenience. Suggestions for laboratory management include information related to facilities, equipment, and supplies; planning and conducting laboratory activities; and managing the laboratory. Test questions are included for each chapter in the reference book. Answer keys are provided for test questions and for activities in the student activity book.

The *student activity book* is written to accompany the reference book. The chapters in the activity book correspond with the chapters in the reference book. Each chapter in the student activity book contains a variety of pencil-and-paper activities designed to reinforce the concepts presented in the reference book. Each chapter begins with competencies to develop and objectives to achieve, followed by a short paragraph describing the purpose of the chapter. The first activity is the same for each chapter: defining terms from the words to know list. The remainder of the chapter is completed with a variety of activities: crossword puzzles, mazes, word searches and/or others.

The *student aid book* is designed for students with low reading levels (third to fourth grade). It provides essential information from the reference book at a reduced reading level. It also provides a variety of activities adapted from the student activity book to fit the needs of students who do not read at the ninth to tenth grade level. Each chapter begins with competencies to develop and goals to reach. Each chapter includes points to remember and words to know. Activities include fill-in-the-blank, crossword puzzles, short answer questions, and other activities adapted to meet the needs of students with low reading levels.

Uses of the Instructional Materials

This series of occupational home economics instructional materials is designed for use in teaching employment skills in specific occupational clusters. It may be used in either laboratory or cooperative education. It may be used for one or two years of instruction. It is appropriate for students with varying ability levels.

Laboratory education teachers will utilize the curriculum guide in planning and carrying out instruction. The curriculum guide suggests a variety of activities which may be carried out in the classroom or laboratory. These activities are correlated with the chapters in the reference book. The curriculum guide also suggests a variety of menus for food preparation laboratories. The laboratory plans begin with simple menus which introduce food service equipment, food preparation techniques, and food service skills and progress to more elaborate menus which require more advanced skills. The teacher may assign students reading in the reference book to provide a knowledge background for classroom and laboratory instruction. Assignments in the activity book may be used to provide variety in classroom instruction.

Cooperative education teachers can correlate each student's instruction with individual training needs. Students may be assigned chapters in the order indicated by training plans worked out with each student's training sponsor. Corresponding pencil-and-paper activities in the student activity book may be assigned to provide variety and to reinforce learning. The teacher will use the curriculum guide for planning supplementary classroom activities, for checking answers to student activities, and for testing students over the content of each chapter in the reference book.

Depending on the type of course, the length of enrollment, and ability level of students, sufficient instructional materials have been provided for one to two years of instruction. When fewer concepts can be covered, the teacher will need to select those which meet course guidelines and students' needs.

The instructional materials are designed for use with students with special needs as well as with regular students. Students who read at a ninth or tenth grade reading level should use the reference book and student activity book. Students with lower reading levels should use the student aid book which provides essential information and activities at a reduced reading level. Teachers of lower reading level students will use the reference book as a resource book. Suggestions are made in the curriculum guide for ways to adapt instruction to meet the needs of handicapped and disadvantaged students. The amount of material covered and the amount of time devoted to each concept will vary according to the abilities and interests of students.

This series provides a unique combination of resources for use by teachers and students. It is designed for maximum flexibility and adapatability. Its objective is to improve instruction in all occupational home economics programs. pre-employment laboratory education, home economics cooperative education, coordinated vocational academic education, and vocational education for the handicapped. As that objective is met, the end result should be increased employability and better trained employees.

During the 1970's a dramatic civil rights movement for the handicapped and disadvantaged developed. In 1976, the Vocational Education Amendments placed greater emphasis than ever before on ensuring the right of persons with special needs to a free and equal education. The amendments required that a portion of the basic state grant funds be used for the handicapped and disadvantaged. The Carl Perkins Act continued the set-asides intended to provide the additional educational services which handicapped and disadvantaged students may require. These students are often referred to as "learners with special needs."

The phrase "learners with special needs" is used to describe students with different, unique, exceptional, or highly individualized wants or demands that must be satisfied for them to succeed. The phrase points out the necessity for finding a personal solution to each student's learning problems. Any student who has not been making normal progress and who appears to be heading for failure in school may be identified as a learner with special needs. Thus, special needs is an umbrella term used to describe all handicapped and disadvantaged students.

Specific legislation providing for the educational rights of handicapped and disadvantaged students includes Section 504 of the Rehabilitation Act of 1973, signed in 1976, which established a mandate to end discrimination of the handicapped and to get them into the *mainstream* of American life. In the same year, Congress passed the Education for All Handicapped Children Act (Public Law 94-142). The Carl Perkins Vocational Act of 1984 (Public Law 98-524) further strengthened the 1973 and 1976 legislation. Together, these set forth a comprehensive scheme of federal civil rights legislation for handicapped and disadvantaged persons.

The provisions of this legislation make it mandatory that vocational education provide a free and appropriate education to handicapped students in the "least restrictive environment." This term is interpreted in regulations stating that "each agency shall insure. . .to the maximum extent appropriate, that handicapped children. . .are educated with children who are not handicapped." Further, handicapped students are to be ensured an equal opportunity to participate in the benefit from programs and activities receiving federal assistance. In sum, the civil rights legislation affords handicapped students the same right to vocational education as nonhandicapped students.

Mainstreaming is a term which refers to the enrollment of identified special needs students in regular classes. Mainstreamed students are placed in the regular classroom with the provision of special education support services. The term is used to describe the process of equipping handicapped students for entry into the "mainstream" of society, as mandated in Public Law 94-142. The term also applies to the placement of disadvantaged students in regular classes.

Who Are the Handicapped?

A national profile according to handicapping condition of students in vocational education mirrors the profile of handicapped students in special education. According to the Vocational education Civil Rights Survey, slightly more than 36 percent of the handicapped persons enrolled in vocational education are mentally retarded, and 37 percent have a specific learning disability. The remaining 27 percent are identified by one of nine other handicapping conditions. Of these, seven percent are seriously emotionally disturbed, two percent are orthopedically impaired, three percent are visually handicapped, and four percent are deaf or hard of hearing. Of the remaining group, ten percent are listed as "other health impaired," and five percent are multi-handicapped. (See Table 1.)

TABLE 1

HANDICAPPED POPULATION SERVED IN VOCATIONAL EDUCATION AND SPECIAL EDUCATION, BY HANDICAP[1]

	Percent of Handicapped Population Served in Special Education[2]	Percent of Handicapped Population Served in Vocational Education[3]
Mentally Retarded	21.8	36.5
Hard of Hearing	1.0	2.6
Deaf	1.0	0.9
Speech Impaired	29.4	2.7
Visually Handicapped	0.8	2.5
Emotionally Disturbed	8.2	7.3
Orthopedically Impaired	1.6	2.4
Learning Disabled	31.7	36.8
Deaf-Blind	0.0	0.2
Multi-Handicapped	1.5	4.6
Other Health Impaired	2.6	9.9

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[1] Charlotte A. Conaway. "Vocational Education Serves the Handicapped" *VocEd*, (April 1981), p.3.

[2] National Summary "State Agency Reports of Handicapped Children Receiving Special Education and Related Services," 1979-1980.

[3] Based on data from Vocational Education Civil Rights Survey-1980, Comprehensive High Schools and Area Vocational Centers (preliminary unedited survey data).

Mentally Retarded Students

Mentally retarded students function below average in the areas of intellectual, physical, and emotional development. Mentally retarded persons are capable of learning occupational skills. However, as employees they will need supervision on the job.

Characteristics of mentally handicapped students are listed below. The student

- –may be of average physical size, but be uncoordinated and awkward
- –may have multiple handicaps
- –may perform poorly on intelligence tests, but may be "street-wise"
- –may function poorly in school and present behavior problems
- –may have short attention span, lack of concentration, learn at a slower rate, and have a lower capacity of learning
- –may be easily frustrated due to repeated failures
- –may have a lower resistance to disease and infection
- –may possess handicapping conditions varying from mild to severe or profound
- –can handle concrete learning more effectively than abstract learning
- –can learn to do skilled and unskilled work
- –can be employable.[4]

Emotionally Handicapped Students

The emotionally handicapped student's behavior may be unacceptable for the student's age level. The behavior may interfere with the student's own growth and development as well as with the well-being of others. Some emotionally handicapped students' growth and development is affected by their withdrawal from the environment. Other students cause disruptions around them by constant conflict.

Characteristics of emotionally handicapped students are listed below. The student

- –may not handle stress well
- –may demonstrate explosive behavior
- –may have a negative self-image and exhibit hostility
- –may have a short attention span and be difficult to motivate
- –may use demonstrative behavior (kick chairs, slam doors, use obscene language) or be extremely quiet and withdrawn
- –may be easily frustrated due to many years of failure
- –may need positive reinforcement
- –may function more effectively in a structured but flexible environment.[5]

Learning Disabled Students

Students with learning disabilities are achieving less than their potential. They are normal in most respects, but have definite disabilities in one or more areas of development. Often their disabilities involve comprehension or the use of language. As a result, these students may exhibit difficulties in spelling, writing, and calculating.

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[4] Gloria E. Durr. and Camille G. Bell. *Mainstreaming Strategies in Home Economics.* (Lubbock, Texas: Home Economics Instructional Materials Center, Texas Tech University, 1980), pp. 6-7.

[5] Ibid., p.7.

Characteristics of learning disabled students are listed below. The student

- may be behind in grade classification and reading ability
- may appear to be highly active, impulsive, restless
- may be uninhibited in speech and disorganized in thoughts and actions
- may exhibit frequent and sudden changes from explosive to docile behavior
- may display distracting or disruptive behavior to gain attention
- may have short attention span and be difficult to motivate.[6]

Deaf and Hard-of-Hearing Students

Because hearing loss is not as obvious as other disabilities, it is sometimes referred to as the "hidden handicap." Even a mild hearing loss interferes with learning and communication. Because it is not obvious, the symptoms of a mild hearing loss are easily misinterpreted as behavior problems. Students with mild to moderate hearing loss need to be encouraged to use residual hearing.

Students whose hearing is so impaired that they have problems understanding auditory information with or without a hearing aid or device are considered deaf. Without the ability to receive auditory communication deaf persons must rely upon their eyes for signals which represent ideas. The greater the hearing loss, the more the individual must depend on visual cues. Students with hearing loss might rely on alternate communication systems, such as lip reading, sign language, or written language.

Speech Impaired Students

Speech problems may include articulation problems, stuttering, impaired hearing, cleft palate, cerebral palsy, or voice. Some speech disorders, such as stuttering, occur in isolation. Other speech disorders are associated with handicaps such as deafness, mental retardation, or cerebral palsy. Speech is generally considered impaired when it "deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes the individual to be self-conscious and maladjusted."[7]

Deaf persons experience varying degrees of speech impairment, but they can learn to talk. However, speech and language skills are difficult for deaf persons to develop. Early treatment and special training can enable persons with severe hearing impairments to learn sufficient language skills to communicate.

Speech is the communication tool most used in relating to others. For this reason, a speech handicap can be a social handicap. If others respond unfavorably to a speech handicap, the student may be inhibited or withdrawn into a world of silence. The result may be impaired social development and a poor self-image.

Blind and Visually Impaired Students

The visually impaired student may have a vision loss ranging from slight impairment to complete loss of sight. The extent of the individual's handicap is influenced by the age of onset of visual loss, degree of loss, and cause of impairment.

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[6] Ibid., p.8.
[7] Ibid.,p.22.

Persons are considered *visually handicapped* if they see no better from 20 feet what persons with normal vision see from 70 feet. The visually handicapped require special aids or devices to read standard printed material. A person is designated legally blind when, with the best correction, the person can see less from 20 feet than a person with normal vision can see from 200 feet, or when the field of vision is limited to a narrow angle of less than 20 degrees. Most blind students have some useable vision, but have problems such as cloudy, blurred, or double vision; spots; loss of side vision; or loss of central vision.

The social skills of a visually impaired student are often affected by the restricted ability to get around in the environment. In addition, emotional problems may develop as a result of the negative attitudes of others.

Physically Handicapped Students

The physically handicapped student has some degree of health or physical impairment that limits actions or mobility. Physically handicapped students have a special condition which may be caused by disease, may have existed at birth, or may be the result of amputation. The range of physical disabilities includes orthopedic impairments, neurological impairments, and other health impairments. Orthopedic impairments include paraplegia, quadriplegia, and amputations. Students may be missing limbs or portions of limbs which restrict mobility. Crutches, wheelchairs, and other essential equipment call attention to these disabilities for many orthopedically handicapped students. These students often encounter public reactions such as embarrassment, staring, or avoidance.

Neurological impairments include cerebral palsy and epilepsy. Other health impairments range from diabetes and nephrosis to osteomyelitis. These physical impairments vary by the degree of the handicap, the stability of the condition, and the length of time the individual has had the condition.

Physically handicapped persons are very conscious of their movement restrictions. Their frustration may be expressed in inappropriate social behavior. Such frustration may cause the individual to become verbally aggressive, blame other people, repress desires, withdraw into fantasy, degrade the original goal, act less mature, and compensate for the disability by shifting to different interests. These possibilities emphasize the impact the reactions of family, peers, and the public, as well as the student's own perception of the handicap, have on the student's progress, attitude, and success.

Health Impaired Students

Students with severe or chronic health problems, such as epilepsy, cerebral palsy, amputation, hemophilia, spina bifida, cystic fibrosis or diabetes, are classified as *health impaired.* Many of these students have trouble keeping their bodies functioning normally.

The extent of health impairment can vary greatly. Mild conditions may not be readily apparent. Moderate conditions may be very evident to the teacher. Students born with a health impairment are more likely to have made satisfactory adjustments to it. More recently handicapped students usually have more normally developed set of experiences and abilities. Researching the student's potentials is vital to understanding the student's capabilities.

Multi-Handicapped Students

A multi-handicapped student has a combination of two or more handicaps. Knowledge of each handicapping condition is essential in working with the student. Observation and study are necessary to understand the extent of the student's abilities and limitations.

Making the transition from school to adulthood is a giant step for most young men and women, but especially for those who are handicapped or disadvantaged. Occupational home economics education has a major role in teaching handicapped and disadvantaged youth employability skills which will help them take that giant step. The teaching strategies suggested here have been synthesized from literature on teaching the handicapped and disadvantaged student.

In order to live independently, handicapped and disadvantaged students need occupational skills. Occupational home economics education teachers face the challenge of teaching handicapped and disadvantaged persons effectively, of providing adequate support services, of expecting an equal level of skill acquisition by all students, and of ensuring that skills taught are adapted for each special needs student's most efficient learning.

Home economics teachers need to recognize that many of their special needs students have not spontaneously picked up the employability skills their other students have picked up. Therefore, the teacher's impact on these students can be potentially greater and far more important than the impact on other individuals. The home economics teacher's impact on these other individuals may be the difference between being an average employee or a good employee. With special needs students, the difference may be between being able to live independently and being partially or totally dependent on others. Teachers also need to recognize that most special needs individuals in their classes are capable of learning anything taught in those classes. But how they learn and how long it takes to learn are quite varied.

Henry Viscardi at the White House Conference for Handicapped Individuals in 1977 said that the most difficult barriers for handicapped people are "not narrow doors and rigid curbs, but narrow minds and rigid stereotypes." The same is true of the disadvantaged. When mainstreamed students are enrolled in classes, teachers must reconstruct their mind-sets so that psychological barriers can disappear.

Often the teacher's first exposure to special needs students is the day such a student enters the classroom. This lack of experience often causes teachers to feel uncomfortable and unprepared. The teacher must first accept the reality of the handicap before being able to see all the things the student is capable of as a person. This initial attitude of acceptance is crucial and is one of the important variables for the success of the special needs student.

Next the teacher must make an effort to learn about some of the aspects and the nature of the student's handicaps or disadvantages. The teacher can become knowledgable about specific needs and problems through access to the student's file and through communication with the special education teacher, the counselor, and the student. Only if the teacher feels confident in knowledge of the student's needs can the teacher be successful.

Lesson Planning

The first step in lesson planning is to identify the basic content and skills which are the same for *all* students. The teacher who has clearly identified what is to be learned, why it is to be learned, and ways and means to measure whether it has been learned, can focus greater attention on how it can be learned. By varying teaching styles and individualizing learning activities, the home economics teacher can provide for all students without labeling special needs students and making them conspicuous within the group.

To be successful in teaching special needs students, the methods must be individualized. Planning activities with special needs in mind is essential. The very nature and variety of handicapping conditions indicates that there is no one method or technique that will always fit a certain handicap or that will fit all handicaps. Persons with the same handicap or disadvantage will vary in their response to it. Thus, each unit of instruction must be "tailor-made" for each special needs student in the class.

One solution to the challenges posed by a class of students with varying abilities is to group students by ability level for some activities. This allows the teacher to plan activities which fit the learning styles and needs of each group. It gives the average student a chance to cover more content and to work toward higher levels of learning. It also gives other students, such as the educationally disadvantaged or the mentally retarded, an opportunity for more teacher-student contact, extra time to cover content, and a chance for repetition and drill if needed. Class time can be divided into

1) large group discussion and teacher-directed activities, and/or
2) small group activities specially designed to meet each group's needs.

Small group activities could be designed to suit the audio learner, the visual learner, and the kinesthetic learner. Objectives and evaluation methods may be the same or different, but time spent in groups can be the same. The teacher can rotate among groups, or spend time directing the activities of one or more groups.

Some teachers make efficient use of learning centers. Use of varied teaching methods and materials provides students with opportunities to grow at their own levels of conceptual development. This contributes to their sense of achievement. Peer tutoring works well in learning centers. Through participation in the activities of the center, special needs students have opportunities to interact with their peers and to experience success. Through tutoring they may experience a one-to-one learning situation which can be of value to the tutor as well as to the special needs student.

Special needs students should be evaluated, when possible, by methods that require a minimum of reading and writing. Students with learning difficulties can be asked to explain or to demonstrate in some way the concepts they have learned.

To evaluate fairly *all* students in the class, the following procedure is useful:

1) Determine the objectives to be achieved.
2) Determine entry-level behaviors by pre-test or other means.
3) Monitor and record progress toward achievement of objectives.
4) Measure achievement of objectives.
5) Translate progress toward achievement of objectives into the school's marking system.

Grading students in reference to a criterion reduces the frustration students feel when they are compared with each other.

1) Establish reasonable rules for the conduct of all students and be consistent in your expectations for student behavior.

2) Avoid being overprotective or overcompensating toward handicapped students by encouraging all students to be independent.

3) Provide handicapped students with space and time needed to complete tasks, and avoid completing their tasks yourself or allowing other students to complete them.

4) When appropriate, help students learn to manage time and develop compensatory techniques to increase speed and ability and to help them keep pace with classmates.

Strategies for Mentally Handicapped Students

When teaching a skill to the mentally retarded, keep the following points in mind:

1) Break the skill down into simple sequential steps that can be repeated until the whole skill is learned.

2) Provide stimuli in a number of ways, through learning, seeing, and touching, all of which reinforce learning.

3) If a poor memory slows learning, review instructions frequently.

Since constant reinforcement is essential for mentally retarded students, demonstration is an excellent teaching technique. But demonstrations may need to be repeated several times. Establishing a set routine for activities, like preparation and clean up in foods lab, helps retarded students learn what is expected of them.

Because mentally retarded students have short attention spans, lessons should be short and concise. When work is assigned, the amount should be limited. Before beginning a learning experience, review the previous information and materials on which it is based. Lessons should be planned so that repetition of tasks is possible. In presenting information on giving directions, use as few words as possible and only those that are familiar to the mentally retarded student.

Strategies for Learning Disabled Students

The learning disabled student is not mentally retarded, but uneven in development. The student's weaker areas can be evened out with step-by-step structured teaching. Such teaching uses more than one sense–tactile, visual, kinesthetic and auditory techniques. This method of learning from all angles is effective for most students, but especially for learning disabled students.

Adaptations for learning disabled students must be designed to fit each student's learning style. Learning disabled students need extra help with such concepts as spatial orientation, reading, listening, writing, speaking, instructions, motor tasks, and tactile discrimination. Most learning activities can be designed to allow for these.

Social awareness of learning disabled students is often affected by their comprehension and perception problems. These problems often cause these students to fail to sense things that others would notice right away. Perceptual problems may result in incomplete information about others, such as failure to correctly interpret body language. The student may talk too much or laugh too loudly. The student may be unaware of irritating personal habits. The student may have a poor self-image but have no idea why others display dislike. Because the student does not catch on to jokes, he or she may become the butt of ridicule. On the other hand, the student may see something as amusing because the learning disability emphasizes the double meanings of some words. As activities are provided in a way that enables the learning disabled student to meet with success, some of these problems will fade into the background.

Strategies for Physically Handicapped Students

Various accommodations may be needed to make occupational home economics education classes accessible to physically handicapped students. Individual teachers can do a great deal to make their classes more accessible to physically handicapped students.

An *accommodation* (also called an adaptation) is a modification of a work place or the work itself which enables a physically handicapped student to perform. An accommodation can be as simple as wrapping a strip of foam around a pencil so that it is easier to grasp, or as complex as using an electronic arm to reach objects. The best solution to a student's individual problem is often the result of the teacher's and/or student's ingenuity.

By looking first for the simplest, most natural solution, simple, inexpensive accommodations are often found. Creative, step-by-step approaches to problem solving yields solutions which are readily available, cost-effective, flexible, and attractive. However, solutions should be reevaluated periodically to be sure they continue to meet the student's needs.

Changes in placement of furniture and materials or controls are often helpful for handicapped students. Modifications can mean changes in classroom and laboratory facilities, designing flexible work areas, or purchasing standard equipment with a view to special needs and adaptations. Some of these changes may be as simple as raising a work table so that a wheelchair can fit under it. Storage drawers and shelves can be labeled with Braille. Tools can be labeled by letter rather than color, so that a color-blind student can return tools to the correct storage area. When equipment is ordered, accessible controls will permit a student in a wheelchair to reach them.

Standard tools can be modified or assistive devices provided. Assistive devices use the principles of simple machines (lever, wheel, inclined plane) or mechanical power to aid or replace physical function. These devices can often be made from scrap materials or by using common equipment in new ways. Sometimes they can be borrowed from libraries, universities, or community health agencies. Assistive devices can also be purchased from rehabilitation supply catalogs. Some sales catalogs which do not specialize in rehabilitation contain gadgets useful to handicapped students.

Examples of these include a Braille label maker, which can be used with a visually handicapped student to label containers; an elbow-length oven mitt to protect the arm of a student who does not sense heat; and a C-clamp which holds fabric to the table while the student who uses only one hand measures and cuts it. Complex devices such as splints, hearing aids, and vision aids must be fitted by qualified professionals. Training in their use may be necessary.

Different movements can often be used to perform a task which the handicapped student cannot do in the usual way. Special education consultants may suggest that one body part or sense can be substituted for another. The student may have good ideas for approaching usual tasks in more individual ways. For instance, if one hand is weak, the student may be able to use a mixing bowl on a wheeled stand. The student with a vision problem may be able to tell the difference between similar substances like salt and sugar by smell or taste. A sewing machine foot pedal can be placed on the table and operated with the elbow if needed.

Sometimes the best approach is to restructure the job for a handicapped student, much as rehabilitation counselors do in employment situations. Making an accommodation in job structure or design usually involves changing work schedules or job descriptions. For example, the student might need to sit to work instead of stand, be scheduled to work at less busy times of the day, or be assigned tasks that don't require a great deal of mobility. Whatever the solutions, the teacher needs to observe carefully and consistently to make sure that the student's needs are reflected.

Who Are the Disadvantaged?

The terms *disadvantaged, special needs,* and *special populations* are used interchangeably to refer to minority groups such as Blacks, Asian Americans, American Indians, and Hispanics, especially those at poverty or low-income levels. All culturally different minorities are not disadvantaged. Some members of the majority culture are disadvantaged. However, cultural minorities have often been denied advantages enjoyed by the majority culture in the United States. The 1968 Vocational Education Amendments define the disadvantaged as "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational program." Their education requires more extensive services. Without these services, disadvantaged students may become dropouts. The 1976 Amendments attacked this problem by setting aside a portion of federal vocational funds to pay for the extra costs of moving disadvantaged students into the mainstream of vocational education. The special needs provisions of the 1984 Perkins Vocational Education Act mandated additional special services for handicapped and disadvantaged individuals and limited the amount of funds that can be spent on non-mainstreamed programs. In 1980-81, according to USDE figures, vocational education served approximately 2.6 million disadvantaged students. Occupational home economics education teachers are in a unique position to help these students prepare for employment in the larger society, while developing respect for the unique cultural differences represented in the classroom.

Characteristics of Disadvantaged Students

Characteristics of disadvantaged students are listed below. The student

- may be a poor achiever
- may live in a low-income family
- may lack language skills because of poor language development and inability to speak standard English
- may read at a lower grade level
- may have acquired a dislike of school
- may pose discipline and attendance problems
- may have a poor self-concept
- may lack social skills for group participation
- may tend to be aggressive
- may have values and attitudes which are representative of a particular culture and of lower socioeconomic groups
- may fear failure because of previous experiences in school
- may be slow in the performance of intellectual tasks
- may have poor work habits
- may tend to give up on tasks which provide no immediate sense of accomplishment
- may have a short attention span

In summary, disadvantaged students suffer from rejection in society as well as in school. They often believe that the dominant group is responsible for their past and present segregation, limitations, and restrictions. They are aware and resentful that society has not offered them equal opportunities. They know that there has been serious interference with the exercise of the human and civil rights to which they are entitled. The occupational home economics education teacher must recognize the reality of these experiences and make every effort to assure that the students are welcome in the program and that everything possible is being done to make sure they learn.

Challenges to Teachers of the Disadvantaged

One of the greatest challenges facing the teacher of minority students is one of developing a positive and supportive attitude. Attitude is extremely important because it determines how the teacher treats the students. The teacher's treatment affects the student's attitudes toward school and ultimately the student's performance and success. Negative attitudes often stem from false stereotypes. Such stereotypes may result from often repeated generalizations about a cultural group and be supported by stereotypic stories and jokes. As a result of negative attitudes the teacher may convey to the student feelings that the student cannot succeed. Accordingly, the student fails. If, however, the teacher becomes familiar with cultural backgrounds and accepts students as individuals, the old stereotypes will seem less and less appropriate and the teacher's attitudes will become more and more positive.

Negative attitudes toward minority students are to a large extent the result of lack of knowledge about their cultures. Much emphasis has been placed on the problems these students have. However, teachers need to be aware that these students have strengths as well. These strengths often include acceptance of responsibility at an early age, ability to learn through concrete experiences, adherence to family and group rather than individual values, and good physical coordination and visual orientation.

Teachers are often apprehensive about teaching minority students. They may associate these students with a lack of success and unpleasant experiences. They may have been unsuccessful in previous attempts to teach minority students. They may feel unable to deal with problems often associated with minority students such as poor health, drug and alcohol problems, and poor housing and home conditions. To alleviate these fears the teacher should learn about the support services available in the school and community which can assist in dealing with these problems.

Teachers often feel uncomfortable communicating with minority students because they are not familiar with the students' language. When the language is a foreign one, the teacher can improve communications with students by learning the language. When the barrier to communication is nonstandard English, the teacher may have to learn from the students. Ability to communicate with students is extremely important since language plays such an important role in the student's life. If the student's language is rejected, the student may feel rejected and become less able to learn.

Another cause of difficulties in working with minority students is low epectations. Research shows that student learning is positively correlated with teacher expectations. However, it is not unusual for teachers to expect less of minority students than they do of other students.

Teaching Strategies for Disadvantaged Students

Social, cultural, and economic deprivation affect learning. Deficiencies in language and reading skills are especially evident among the disadvantaged. In addition, disadvantaged students may not have been exposed to many concepts which are familiar to other students. For example, table setting might be very familiar to the middle class student, but to students living in families without enough pieces of flatware to go around, it may be quite unfamiliar. In addition, factors that motivate the disadvantaged to learn may differ radically from those that motivate the middle class person. Middle class students may be motivated by grades, a diploma, or learning for the sake of learning; disadvantaged learners may need something more tangible and immediate to motivate them to learn, such as being able to see how they can use the information *now*. Bilingual teaching may facilitate learning for some students.

All students have a need to be successful. Failure deprives them of the satisfaction of that need. Some students who fail fight back aggressively. Others withdraw, stop trying, and become nonlearners. Some get physically sick. Many drop out. To prevent these outcomes, the teacher must provide opportunities for success. The student then needs praise. Success on a small scale and praise will motivate the student to greater success in the future.

Suggested instructional strategies are as follows:

1. Reflect the cultural backgrounds of students in the classroom. Provide role models with which ethnic minorities can identify. Select textbooks and teaching aids which are multicultural. Invite guest speakers from the minorities represented in the class. Use pictures of persons from various cultural backgrounds on bulletin boards. Include ethnic foods, clothing, family patterns, child rearing practices, and information depicting ethnically oriented businesses in planning instruction.
2. Use instructional materials and methods which promote cultural understanding. If materials available do not promote cultural understanding, seek supplementary materials which do.

3. Help disadvantaged students learn by simplifying difficult tasks and presenting them in ways that will make them easier to grasp.
4. Adjust your teaching style to fit the learning styles of your students. Make sure also that the material taught is relevant to the student's life and needs. The teacher must understand the community and the disadvantaged within it. Relate instruction to the student's direct experience whenever possible.
5. Make an effort to involve all students in learning activities. Take advantage of student-initiated ideas to increase participation and interest.
6. Involve parents of minority students. This will require encouragement and interesting activities. Most of all, it will require a teacher who is an energetic organizer and who can get along with people. The effort to involve parents will pay dividends in increased student interest and increased parental support.
7. Help students learn to evaluate themselves and assess their own progress. Evaluate students efforts promptly, provide feedback, help students learn from their mistakes, and show them where and how they can improve.
8. Be honest with minority students. Don't give a rosy appraisal of problems. Honesty is an important way to establish rapport and develop the respect of these students.
9. Make instructions practical and basic. Explain *how* first; *why* later. Minority students are often said to learn best by doing. However, many educators believe this is equally true for all students.
10. Reward success. Since failure has been a common experience for many minority students, each success should be rewarded. It may be necessary to reward small steps to ensure that the student will eventually reach the objective or achieve the competency. Occupational home economics education classes provide many opportunities for producing tangible products which provide evidence of achievement. Students can see that they have baked a tasty bread, made an attractive garment, or created an exciting toy. Occupational home economics education courses also make students feel self-sufficient, an attitude needed to function as an employee.

FHA/HERO For Special Needs Students

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) provides special needs students experiences they need to develop their full potential for living satisfying lives. These experiences benefit special needs students in several ways:

1. The experiences contribute to the student's sense of accomplishment and pride.
2. The activities of the organization provide students an opportunity to learn to work together.
3. Organization activities give the students the opportunity to learn from the teacher on an informal basis.
4. The organization provides recreational and social activities that help students develop wholesome relationships with others and desirable social skills.
5. Adult sponsors can set an example which helps students develop their own moral and ethical standards
6. Participation in the organization helps students learn democratic principles.
7. Students learn to carry through on their own ideas and plans.

Through these experiences FHA/HERO can help the special needs student develop a sense of identity, a positive self-concept, independence, self-control, healthy relationships with others, moral and ethical values, and democratic and citzenship skills.

Special needs students often fail to pursue membership in youth organizations. These students may feel membership is too expensive or too exclusive. Membership may require more commitment than the student is willing to make. Several adaptations can enable FHA/HERO to develop the potential and talent of special needs students. These adaptations should enable the special needs student to try out ideas, to find someone who will listen, to permit mistakes without penalty, to build on successes, and to develop self-confidence.

Students should be made aware that the student organization is an important part of the Occupational Home Economics Education program. A variety of techniques can be used to motivate students to participate:

1. Convey your own positive attitudes toward the organization to students.
2. Spend time in class describing the organization, utilizing slides, films, brochures, or speakers to motivate students to participate.
3. Inform parents of the purposes and value of the organization.
4. Utilize interested students in motivating other students to participate.
5. Give students the opportunity to participate in the organization's activities as quickly as possible.

Supervising Activities of the Vocational Youth Organization

To ensure continued participation, the teacher must integrate the activities and principles of the student vocational organization into everyday classroom and laboratory experiences. This helps students realize the value of the organization. Operating the organization as a part of the curriculum allows chapter information to become a part of classroom activities. Such an approach increases the frequency of communication about chapter activities and helps to maintain a high level of interest. It also helps students to see the relationship between FHA/HERO activities and their futures as wage earners, family members, and citizens.

Special needs students should be provided the same opportunities for personal growth and leadership development as other vocational students through participation in vocational youth organizations. Students need opportunities for leadership roles and active participation at all levels. Students should run for and hold offices. The chapter should have a full slate of officers and work through student committees to plan school and community activities. Students should be guided in learning the procedures of self-government through actual practice. They should have opportunities to participate in organization activities involving other chapters at local, area, state, and national levels.

Activities are appropriate for all FHA/HERO members for helping students develop the skills every young person must have to succeed in the world of work. Students can become involved in such activities as school-community projects, student recognition ceremonies, public relations, and competitive events. Activities of the organization provide excellent opportunities to increase public awareness of the potential of special needs students.

FHA/HERO can involve every special needs student through such activities as school-community projects and public relations. The teacher can encourage participation by providing motivation and rewards for efforts. Community activities might include school beautification projects, school bulletin boards, school stores, and lunchroom cleanups. Students can conduct anti-litter campaigns, organize walk-a-thons, talk-a-thons, and bike-a-thons, give assistance to projects organized by local civic clubs or adopt grandparents in nursing homes. Club members can work at training centers for retarded children or adults and provide entertainment for those centers. The chapter could sponsor a radio show to publicize occupational home economics education. These activities can provide high visibility, bring instant recognition, and provide constant reinforcement to participants.

Participation in area and state FHA/HERO meetings can provide important new experiences for special needs students. These meetings may provide the student's first long trip away from home or the student's first view of a different geographical area. The cost of these meetings are within reach of all students or clubs. Sponsors can be found for those in severe need, or students can cooperate in fund-raising activities to finance their trips.

TEACHING STRATEGIES

1 The Food Service Industry

COMPETENCY TO DEVELOP

- Identify competencies needed to be an effective food service employee.

OBJECTIVES TO ACHIEVE

- Describe the food service industry.
- Describe the types of food service units.
- Point out advantages and disadvantages of food service work.

ASSIGNMENT

- Read Chapter 1 of *Food Production, Management, and Services.*

THE FOOD SERVICE INDUSTRY

TS1:1* Have students design a bulletin board or poster depicting statistics about the food service industry. Have students use facts from *Food Production, Management, and Services.* KEY FACTS: One of the largest industries in the U.S.; single largest employer of young people in the nation; one of the nation's fastest growing industries.

TS1:2 Invite food service managers, members of your state restaurant association, and dietitians to participate on a panel. Ask participants to provide information on starting salaries, salary increases, job advancement opportunities, the average amount of tips collected, training available, number of people employed, advantages and disadvantages of food service jobs, and working hours in the food service industry.

TS1:3 Discuss changes in American life which have created an increased demand for food service. KEY QUESTIONS: How many meals per day does the average American family eat away from home? How does the number of working women affect the food service industry? Is the need for food service employees increasing or decreasing? What are the projections for food service jobs in the future?

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* TS1:1 indicates Teaching Strategy, Chapter 1, Number 1.

TYPES OF FOOD SERVICE UNITS

TS1:4 Have students develop a chart comparing types of food service establishments in the community or within a specific area of a city. Include type, ownership, management structure, number of employees, type of employee training program, advancement opportunities, incentive programs, benefits, operating hours, etc.

TS1:5 Use Teaching Aid 1, Restaurant Advertising, and discuss with students which type of food service unit each represents. Also discuss the criteria for classifying each type of food service unit.

TS1:6 Divide the class into small groups. Have students draw a card describing a type of food service establishment. Have each group work together to develop a pantomime on that type of food service. Perform the pantomime while other groups try to identify the type of establishment portrayed. The group that identifies the greatest number correctly could be given a small award or a special privilege.

ADVANTAGES AND DISADVANTAGES OF FOOD SERVICE WORK

TS1:7 Have students brainstorm advantages and disadvantages of food service work. Use information from pages 4 and 5 in *Food Production, Management, and Services* for discussion.

TS1:8 Have each student interview one food service employee regarding the advantages and disadvantages of working in food service. Compare the responses in class. KEY QUESTIONS: What did the persons employed in food service consider the major advantages? What did they consider the major disadvantages? Are there advantages and disadvantages in all jobs?

TS1:9 View Teaching Aid 2, Is Food Service For You? KEY QUESTIONS: What types of jobs are available? What benefits might be included? Are working hours flexible? How is advancement achieved? How can working hours be inconvenient? What contributes to pressure and fatigue? What is the pay like?

2 Food Service Careers

COMPETENCIES TO DEVELOP

- Identify competencies needed to be an effective food service employee.
- Describe personal qualities which lead to job success in food management, production, and services.

OBJECTIVES TO ACHIEVE

- Describe the two main areas of a food service operation.
- Identify food production, management, and service opportunities.
- Categorize food production, management, and service career opportunities as unskilled, semiskilled, management, or related opportunities.
- Describe the experience, training, and/or education needed to qualify for specific food service careers.

ASSIGNMENT

- Read Chapter 2 of *Food Production, Management, and Services.*

AREAS OF FOOD SERVICE

TS2:1* Use Teaching Aids 3-1, Front- and Back-of-the-House, and 3-2, Back-of-the-House, to show differences in back-of-the-house and front-of-the-house jobs. KEY QUESTIONS: What kinds of jobs would be done in a traditional restaurant in the front? In the back? What kinds of jobs would be done in a fast food restaurant in the front? In the back? Which type of restaurant would be equipment centered in the back? Which type would be chef centered in the back?

TS2:2 Take students to visit a food service establishment. Ask the students to identify the front-of-the-house and the back-of-the-house. Have them observe the specific jobs done in the front and the back of the house. NOTE: The school cafeteria could be visited if a field trip is not feasible.

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* TS2:1 indicates Teaching Strategy, Chapter 2, Number 1.

TS2:3 Divide the class into teams to play a game of charades. Each team member draws a food service job title to act out. The other team must guess the job and identify the area of food service where the job would be performed (front- or back-of-the-house). Bonus points may be given if the team can also identify whether the job is a support, production, control, service, or management job. The team that correctly identifies the most jobs and has the most total points, wins the game.

TS2:4 Have students diagram the types of jobs done in the front-of-the-house and those done in the back-of-the-house for both traditional and fast food operations. NOTE: This may be done as group work, an out-of-class assignment, or an evaluation device.

TS2:5 Discuss how the size of the operation, the menu, and the type of service can influence the staff needed. Give sample situations for the class to consider. Such as: a new restaurant will serve breakfast, lunch, and dinner and will average 50/100/150 customers, respectively, for each meal. The restaurant has table service and a menu with over 80 selections. What type of staff will be needed?

IDENTIFY FOOD SERVICE CAREER OPPORTUNITIES

TS2:6 Have the class view and discuss Teaching Aid 4, Restaurant Organization. Point out the structure of the circle. Ask students to identify which jobs would require more skill and which jobs would be entry level. KEY QUESTIONS: Which jobs would pay better salaries? Which jobs would require the most responsibility?

TS2:7 Bring classified ad sections from several major newspapers to class and have students find and count the ads for food service jobs. Count ads for other occupational areas and compare them to the number of food service ads. Discuss how many jobs are available in each locale. How many are food service jobs?

TS2:8 Have the class view and discuss Teaching Aid 5, Opportunities for Advancement in Restaurant Positions. KEY QUESTIONS: Are there opportunities to advance in food service jobs? How rapidly can one expect to advance?

TS2:9 Have students break into three groups to summarize information regarding management jobs. Have one group report on supervision, one on mid-management, and the last on top management.

CATEGORIES OF FOOD SERVICE CAREER OPPORTUNITIES

TS2:10 Have students find and cut out classified ads for food service jobs. Have the students develop posters categorizing the ads into unskilled jobs, semi-skilled jobs, skilled jobs, and supervision/management jobs. Discuss the numbers of jobs available at each skill level.

TS2:11 Ask five students to the chalk board. On the chalk board have each student write one of the following categories: Unskilled, Semi-skilled, Skilled, Management, and Related Opportunities. On slips of paper write the titles of jobs that will fit under each category. Have students draw a slip, go to the board and write the job title under the correct category. Discuss why each job was placed in a particular category.

EXPERIENCE, TRAINING, AND/OR EDUCATION NEEDED

TS2:12 Invite a food service employer to talk with the class about what they look for when interviewing a prospective food service employee. Have students prepare questions prior to class for the speaker to answer. Have the speaker discuss what type of training is needed and where it can be obtained.

TS2:13 Invite the school counselor to speak to the class on the topic of where food service training can be obtained. Catalogs from post-secondary schools, vocational-technical centers, and colleges or universities that offer food service training could be displayed for students to examine.

TS2:14 Divide the class into three groups. Give each group a card with the name of a skill needed by a food service employee written on it. Examples: Human relations skills, math skills, communication skills. Each group will then discuss what comprises these skills and why a food service employee needs them. Have each group present their ideas to the class.

3 Safety

COMPETENCIES TO DEVELOP

- Maintain high safety standards in food preparation, service, and cleanup tasks.
- Complete accident reports and records.

OBJECTIVES TO ACHIEVE

- Summarize safety obligations of food service management.
- Identify major causes of food service accidents.
- Use procedures for preventing accidents in the food service facility.
- Identify accident reports and records.

ASSIGNMENT

- Read Chapter 3 of *Food Production, Management and Services.*

SAFETY OBLIGATIONS OF FOOD SERVICE MANAGEMENT

TS3:1* Provide samples of restaurant licenses or permits for students to examine. Ask students to list the kinds of information included on the sample permits. KEY QUESTIONS: Were the permits issued by the city, state, or federal government? How and when will the permit have to be renewed? Will inspections of the facilities be required for the renewal? Is a fee paid to obtain the permit? If so, how much does it cost? Is a permit required for the school lab if food is prepared and sold to the public? Where should permits be displayed?

TS3:2 Provide a list of safety rules and regulations for the food service laboratory to each student. Post additional copies in strategic locations around the lab. Discuss and review the safety rules and regulations frequently with the class. Give pop tests on safety regularly or include safety questions when giving other quizzes or tests.

TS3:3 Name, appoint, or have students elect, a safety committee for each food service lab that can assist in monitoring safety rules and regulations.

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* TS3:1 indicates Teaching Strategy, Chapter 3, Number 1.

Ask the committee to report any unsafe conditions or practices immediately. The committee assignment or appointment could be rotated like other lab duties or it may be set up on a semester basis.

MAJOR CAUSES OF FOOD SERVICE ACCIDENTS

TS3:4 Have students examine the food service lab or place of employment to identify any potential safety hazards. After completing their study of Chapters 3 and 4, have students review the original list and add or delete items to have an accurate list of safety hazards in the laboratory. KEY QUESTIONS: How many potential safety hazards were identified? Can these potential hazards be avoided or diminished by an awareness of their existence? What could be done to reduce hazardous conditions in the lab?

TS3:5 Show a film or filmstrip on food service safety. Following the film discuss the cost of accidents in terms of time, money, health, etc. Ask students to identify the major types of accidents shown in the film.

UNSAFE ACTS AND UNSAFE CONDITIONS

TS3:6 Use Teaching Aid 6, Safety Hazards, to initiate class discussion on unsafe acts and unsafe conditions that lead to accidental burns, cuts, falls, strains, etc. Discuss which situations on the Teaching Aid depict unsafe acts and which depict unsafe conditions.

ACCIDENT PREVENTION

TS3:7 Demonstrate safe gas range lighting techniques, safe and appropriate clothing for working in food service, and safe methods for handling pots and pans to prevent burns.

Burns

TS3:8 Have students work in groups to develop a bulletin board on one of the topics mentioned above or another safety aspect of food service accident prevention related to burns.

Cuts

TS3:9 Demonstrate safe knife use and care. KEY QUESTIONS: What should be done when a knife is falling from a table or cabinet? When and how should knives be washed? Are cuts more likely from dull or sharp knives? How should knives be carried?

TS3:10 Demonstrate how to handle and dispose of broken glass. Point out the particular hazards of using glass around ice dispensers or machines. KEY QUESTIONS: What must be done if a glass breaks in the ice machine? What might happen if slivers of broken glass were served to customers in iced drinks?

Falls

TS3:11 Discuss with the class the causes of falls and effective prevention techniques. Stress the particular hazards of running and horseplay among food service employees.

TS3:12 Have students develop guidelines for preventing falls in food service establishments. NOTE: These are listed in Chapter 3, of *Food Production, Management, and Services* (pages 16-19). Discuss the guidelines in class.

Strains and Bruises

TS3:13 Demonstrate proper lifting techniques to the class. Point out the hazards of lifting with the back instead of with the legs and knees.

TS3:14 Demonstrate loading trays for weight balance and how to lift and carry loaded trays. Have students practice loading trays with unbreakable objects such as small sacks of flour, sugar, or beans. Then have them practice lifting and carrying the loaded tray using proper techniques.

TS3:15 Discuss bruises: their causes and prevention techniques. KEY QUESTIONS: How can collisions with objects be avoided? How can collisions with other employees be avoided?

ACCIDENT REPORTS

TS3:16 View Teaching Aid 7, First Report of Injury, (a sample injury report form with details similar to those required by OSHA, Occupational Safety and Health Act). Discuss the types of information needed to complete this report form. KEY QUESTIONS: When should this kind of report be filled out? Who should complete the report?

TS3:17 If possible, obtain in-house accident report forms from several local restaurants. Have students practice filling out different types of accident report forms.

4 Emergency Procedures

COMPETENCY TO DEVELOP

- Follow appropriate procedures in emergency situations.

OBJECTIVES TO ACHIEVE

- Describe appropriate procedures to follow in case of fire.
- Classify fires according to type.
- Identify types of fire extinguishers and their uses.
- Identify procedures for various weather related emergencies.
- Classify burns according to severity.
- Identify procedures for medical emergencies.

ASSIGNMENT

- Read Chapter 4 of *Food Production, Management, and Services.*

FIRE SAFETY

TS4:1* Have students role play the correct procedure for reporting a fire as described in *Food Production, Management, and Safety* (pages 21-22). Include scenes showing correct procedures for (1) notifying person of authority or getting help, (2) calling the fire department, and (3) alerting other employees and assisting customers to safety.

TS4:2 Have students find out what the fire escape plan is for their place of employment or school cafeteria. Ask them to diagram on paper the primary and secondary exits that may be used to evacuate people in case of fire. If no specific plan is in place, have the students design a fire escape route. With the employer's permission and approval, copies could then be posted in various parts of the building.

TS4:3 Have students look at floor plans of several different food service facilities and locate the exits. Have the students practice developing primary escape routes. Alternate routes should also be planned in case an exit is blocked for some reason. NOTE: This might be used as an evaluation device.

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* TS4:1 indicates Teaching Strategy, Chapter 4, Number 1.

TS4:4 Have students take part in surprise fire drills throughout the year. During the drills, follow correct procedures for putting out pretend fires, evacuating customers, calling for help, etc.

TS4:5 Have students simulate reporting a fire to the fire department. Be sure the students include the following:

1. Their name,
2. The name of the business,
3. The address of the business,
4. The type of fire,
5. The location of the fire in the business, and
6. The size of the fire.

TYPES OF FIRES

TS4:6 Discuss the three elements of fire using Teaching Aid 8, The Three Elements of Fire. KEY QUESTIONS: How does removing one element affect the fire? What are some examples of each element? Are these elements present in a food service facility? Where?

TS4:7 Discuss with the class the three types of fire: Class A–wood, paper, rubbish; Class B–gas, grease, other liquid; and Class C–live electrical equipment. Have students suggest ways of putting out each type of fire by removing one of the three elements of fire. KEY QUESTION: Where might each of these types of fires occur in a food service facility?

TS4:8 Have students write a paper describing several methods for controlling a particular type of fire. NOTE: You may wish to let students select the type of fire they wish to write about or you may want to assign the topics. This may be used for an out-of-class assignment.

TS4:9 Demonstrate how to put out small grease fires without using a commercial fire extinguisher. Show how the use of soda and/or salt, a fire blanket, or putting a lid on a pan will smother a grease fire. KEY QUESTIONS: Where is soda and salt kept in the food service facility? When should each method be used?

TS4:10 Have students draw a card with a type of fire written on it. Students should be able to explain correct procedures for extinguishing the fire without the use of a fire extinguisher. NOTE: This strategy may be used as an evaluation device or it could be conducted as a game in class with a small award to the team giving the most correct answers.

TYPES OF FIRE EXTINGUISHERS

TS4:11 Divide the class into seven groups and assign each group a different type of fire extinguisher. Give each group at least one copy of Teaching Aid 9, Fire Extinguishers. Ask each group to study the information explaining their assigned type of fire extinguisher, its use, contents, and operation techniques, presenting and explaining the information to the class.

TS4:12 Invite the local fire department to demonstrate the correct use of several types of fire extinguishers and conduct discussion on fire safety. If possible let each student actually hold and use a fire extinguisher under the supervision of the fire fighters.

PROCEDURES FOR WEATHER EMERGENCIES

TS4:13 Have students determine the areas of the building in which they work that would be the safest during a weather emergency. Then, have each student make a plan for directing customers to the safe areas in the event of a tornado.

TS4:14 Have students make a safety check of the food service establishment where they work. Are exits clearly designated and well-lighted? Are fire extinguishers or automatic devices available and checked regularly? Does your employer have an evacuation plan for the business? Do all employees know emergency procedures for fire and weather-related emergencies.

TS4:15 Ask one or two students to contact the local TV or radio stations, or the National Weather Service to find out what type of attention alert signal is used in your area. Have them report to the class. KEY QUESTIONS: When is the system tested? Is it tested during severe weather? Why or why not?

TS4:16 Discuss the difference between a tornado watch and a tornado warning. Describe the emergency signals used in your area on television, radio, and other forms of media. Include the civil defense warning siren, if one exists.

TS4:17 Demonstrate the use of a National Weather Service weather radio. KEY QUESTIONS: When should this radio be used? What type signal does it use? Could it alert people who might be asleep?

TS4:18 Divide class into several groups. Give each group a weather emergency situation that is typical of your area. Have students role play an emergency dealing with customers at the food service facility. Examples of weather related emergencies that might be included are tornado, hurricane, flash flood, power failure, etc.

TS4:19 Have students develop an evacuation plan for a food service facility. Remember to have them post it for customers and employees to see (with the employer's permission). Be sure the plans include keeping exits barrier-free at all times. The plan should also include a role for all employees and supervisors in carrying out the plan.

CLASSIFY BURNS

TS4:20 Have students study Teaching Aid 10, Treating Burns. Ask them to read the information given on first, second, and third degree burns and the required treatments. Discuss and cite examples of how each type of burn could occur in a food service job.

TS4:21 Invite an expert (nurse, doctor, paramedic) to speak to the class about first aid for different types of burns. KEY QUESTIONS: Why is it important to recognize and identify the type of burn before administering first aid treatment? What may happen if incorrect treatments are used?

PROCEDURES FOR MEDICAL EMERGENCIES

TS4:22 Invite the school nurse or an EMS (Emergency Medical Service) paramedic to demonstrate simple first aid procedures for emergencies involving cuts, burns, and falls. Have the nurse use a first aid kit and explain its contents. Ask students to locate the first aid kit at their place of employment.

TS4:23 Show students a film or film strip on food service emergencies. Have students note the procedures for dealing with the emergencies. KEY QUESTIONS: To whom should an accident be reported? Who should report the accident?

TS4:24 Duplicate and distribute copies of Teaching Aid 11, Simple First Aid. Have students study the material and compare the information to what they learned from the guest speaker and/or the film on first aid. Discuss the comparisons in class. Ask students to add any additional first aid notes to the handout sheet that would be helpful in their job situation.

TS4:25 Divide the class into rescue teams. Have each team role play an emergency situation and the solution to the situation. Discuss each role play and correct any misinformation that has been portrayed. Examples of emergency situations: a person choking, a cut that is bleeding badly, an out-of-control fire in the school food service laboratory, a tornado warning, a person who has fainted, etc.

TS4:26 Discuss the warning signs a choking victim may display. Include the following: unable to talk, turning blue in the face, or clutching throat. Use Teaching Aid 12, The Heimlich Maneuver. Have an expert demonstrate the Heimlich maneuver for the class. If possible, have students practice on a mannequin (or, using care, and under trained supervision, on each other) until they understand the procedure.

TS4:27 Duplicate and distribute copies of Teaching Aid 13, First Aid Supplies. Ask students to check the supplies in the first aid kit at their place of employment or in the school laboratory and compare those supplies to the recommended list. Discuss their findings in class. KEY QUESTIONS: Do supplies need to be added to the first aid kit? Does the kit include supplies that were on the list?

TS4:28 Have students view and discuss Teaching Aid 14, Emergency Procedures. Have students prepare a list of important emergency numbers to place by the telephone. Discuss the importance of remaining calm in an emergency and giving accurate, complete information when calling for assistance.

5 Personnel, Equipment, and Facility Sanitation

COMPETENCIES TO DEVELOP

- Maintain acceptable standards in personal grooming and hygiene.
- Perform sanitation duties according to the cleaning schedule provided.
- Use sanitary procedures when washing, sanitizing, and drying pots, pans, and other utensils by hand.
- Use sanitary procedures when washing glassware, tableware, flatware, and utensils.
- Inspect, sort, and store clean glassware, tableware, flatware, and utensils.
- Report signs of pests in the food service establishment.

OBJECTIVES TO ACHIEVE

- Demonstrate personal sanitation acceptable for food service employees.
- Demonstrate washing, sanitizing, and drying pots, pans, and other utensils by hand.
- Demonstrate washing glassware, tableware, and flatware in the dishwashing machine.
- Describe procedures for inspecting, sorting, and storing clean glassware, tableware, flatware, and utensils.
- Describe sanitation requirements for food service equipment.
- Cite procedures for pest control in the food service establishment.

ASSIGNMENT

- Read Chapter 5 of *Food Production, Management, and Services.*

PERSONAL SANITATION

TS5:1* Have students brainstorm to define personal sanitation. Discuss the definition and compare it to the following definition: "cleanliness results from the good grooming habits practiced by an individual." KEY QUESTIONS: What are grooming habits? What grooming habits are important for food service employees? Explain why grooming is important.

*** TS5:1 indicates Teaching Strategy, Chapter 5, Number 1.**

TS5:2 Have students view pictures of people who are well-groomed and people who are not well-groomed. Ask students to list the characteristics that describe a well-groomed person.

TS5:3 Have students use Teaching Aid 15, Script on Personal Appearance. Read the script as each picture is revealed. Have students summarize (orally or in a written paper) the elements that make up "personal appearance."

TS5:4 Duplicate Teaching Aid 16, Am I Well-Groomed? Before class tape separate case studies to the bottom of each student's chair. Have the student remove and read the case study to the class, then respond to the study. NOTE: For students with low reading skills, you may read the case studies aloud or have them recorded on a cassette.

TS5:5 Ask students to write a paper describing personal sanitation habits that a food service employee should follow. Topics might include

- Not smoking on the job
- Not touching face or hair
- Not coughing, sneezing, or spitting near food or food containers
- Washing hands every hour
- Washing hands after blowing nose
- Washing hands after using restroom
- Bandaging any cuts or sores
- Staying at home when you have an illness that is contagious.

Additional personal sanitation habits may be added to this list.

TS5:6 Have students read the case studies included on Teaching Aid 17, Is This A Good Personal Habit? Have students write out answers for the questions that follow each case study. Discuss the answers in class. NOTE: This could be used for review, evaluation, or to reinforce the concepts of good personal habits for food service employees.

TS5:7 Discuss the importance of handwashing for the food service employee. Have students use Teaching Aid 18, Sanitary Method of Handwashing. KEY QUESTIONS: Why is correct handwashing the most important personal sanitation task for a food handler? When should a food handler wash his hands?

TS5:8 Demonstrate the correct procedure for washing hands. View Teaching Aid 18, Sanitary Method of Handwashing. Have students work in pairs to practice and explain the correct procedure for handwashing.

TS5:9 Using information from Chapter 5 in *Food Production, Management, and Services* as a guide, have students participate in a round-table discussion to cite hygienic practices which should be observed by food service employees. KEY POINTS: Wash hands in the proper lavatory; avoid smoking, spitting, coughing, or sneezing near food or food containers; never use fingers for tasting; do not touch parts of dishes or utensils which touch food or mouth; bandage cuts and sores. Explain the reason why each practice should be observed.

TS5:10 Have students work in discussion groups to develop a checklist of hygienic practices a food handler should follow. Students should utilize the checklist for self-evaluation in class and on the job.

PROCEDURES FOR HAND DISHWASHING

TS5:11 Demonstrate correct prewash procedures of scraping, disposing of garbage, presoaking, and sorting. KEY QUESTIONS: What equipment is used? How is paper trash disposed of? How is garbage disposed of when a garbage disposer is not available? What is the correct temperature of water used for prerinsing?

Prewash

TS5:12 Develop a bulletin board illustrating the sequence of steps to follow for prewashing of pots, pans, and other utensils. Have students place pictures or word descriptions in the correct places. An example is included in Teaching Aid 19, Precleaning Dishes. KEY QUESTIONS: Should you use a tool or your hand to scrape a plate? Why are dishes prerinsed? Does prerinsing clean the same way as scraping?

TS5:13 Explain the importance of presoaking certain items and the types of items to presoak. Demonstrate the difference by washing one plate that has been presoaked and one which has not. KEY QUESTIONS: What types of items need presoaking? What happens if you do not presoak?

TS5:14 Use Teaching Aid 20, Dishes That Are Sanitary Are Free From:, and discuss with the students how to tell if dishes are sanitary. KEY QUESTIONS: What are some signs of dirty dishes? What should you do with a cracked dish? Why is it unsanitary to drink from a chipped glass or cup? How should you treat a customer who asks for a new dish or utensil due to chips, cracks, or lack of cleanliness?

Washing

TS5:15 Have students watch a cafeteria worker, restaurant employee, or other resource person demonstrate manual dishwashing. KEY QUESTIONS: What items are usually washed manually? What supplies are needed? What equipment is used? What sequence of steps are used in manual dishwashing? How is water temperature checked? What type of detergent is used? How is the detergent measured? How is sanitation insured?

TS5:16 Have students depict on a separate poster each of the six steps used in manual dishwashing. The six steps are included in the reading assignment for this chapter (page 37). View and discuss the posters and have students arrange them in the correct sequence. KEY QUESTIONS: What water temperature is necessary to wash the dishes? To rinse the dishes? To sanitize the dishes? How is water supplied at these temperatures? How long should items be immersed in the third sink? Display the posters near the sink where dishwashing is done.

TS5:17 Use Teaching Aid 21, Sinks and Temperatures for Hand Dishwashing. Discuss the use of two and three compartment sinks. KEY QUESTIONS: How hot does water need to be to sanitize? Why are three sinks better than two? What does the chlorine solution do? Why is the time factor important?

TS5:18 Use Teaching Aid 22, Sanitary Methods to Clean Pots and Pans, and discuss the correct method to clean pots and pans. KEY QUESTIONS: What should be done with large pans when cleaning? What temperature water should be used to sanitize pots? Why should pots be stored upside down on shelves?

PROCEDURES FOR MACHINE DISHWASHING

TS5:19 Invite a commercial food service equipment salesperson or a commercial dish machine operator to explain to, and demonstrate, the dish machine for the class. KEY QUESTIONS: What cycles do dishes go through in a commercial dish machine? How are dishes racked for washing? What kind of detergent is used? How much detergent is required? How is it measured? What sanitizing agents are used? How are they measured? What is the most important concern for sanitary machine dishwashing?

TS5:20 Discuss the differences between the two methods of washing dishes. Compare the water temperatures, the number of people involved, the time required, etc.

TS5:21 Have students take turns trying to operate the dish machine, checking each step in the procedure against those observed in the demonstration. Inspect the dishes for cleanliness when they are removed from the dish machine.

TS5:22 Ask students to discuss and compare the procedure used for dishwashing at their training stations or places of employment with those used by other students. KEY QUESTIONS: Is the sequence of steps the same? Is the equipment the same or different? Are the differences in procedures a result of differences in equipment?

PROCEDURES FOR STORING CLEAN TABLEWARE AND UTENSILS

TS5:23 Demonstrate and explain the correct procedure for storing clean dishes. KEY QUESTIONS: Why does it help to store utensils in an orderly fashion? Are they easier to find? Is it easier to put dishes and utensils away when each item has a special place? What could happen if dishes, glassware, flatware, pots and pans, and utensils are not properly stored?

TS5:24 Have students view and discuss Teaching Aid 23, Handling Clean Dishes. KEY QUESTIONS: Why should dishes, flatware, glasses, and utensils be handled correctly? Whose safety is involved? Could your own safety be involved? How?

TS5:25 Assemble trays containing a cup, saucer, plate, glass, fork, knife, and spoon. Divide the class into pairs of students. Have the pairs of students alternately demonstrate and observe the handling of each item on the tray. The observer may point out to the demonstrator any incorrect procedures that are used.

TS5:26 Discuss with the class ways of transporting clean items to the storage area while maintaining the sanitation level. KEY QUESTIONS: What kind of cart should be used? How should the cart be maintained? How should equipment be handled? Why is this important?

41

SANITATION REQUIREMENTS

Stationary Equipment

TS5:27 Have students outline the basic procedures for cleaning and sanitizing stationary equipment at their work station (in the school laboratory or in their training station). Have students compare the outline they have prepared to the guidelines included in Chapter 5 of *Food Production, Management, and Service* (pages 38-39).

TS5:28 Take students to visit a food service establishment restaurant, cafeteria, fast-food facility, hospital or nursing home cafeteria, school cafeteria, or caterer and observe their procedures for cleaning and sanitizing stationary equipment. Ask the manager or supervisor to explain their system and rules for cleaning equipment.

TS5:29 Have students compare the procedures for cleaning and sanitizing equipment at different types of food service establishments. Discuss the difference between cleaning and sanitizing. KEY QUESTIONS: How do the procedures differ for cleaning and sanitizing? Are the procedures similar or different at different types of establishments?

Facility Sanitation

TS5:30 Ask students to role play skits depicting customers entering clean and dirty food service establishments. KEY QUESTIONS: What can happen if the furnishings are not clean? Does this make customers want to return? Why is it important to have clean facilities in a food service establishment? How do you feel if you enter a dirty restaurant? A clean one?

TS5:31 Have students work in groups to determine the purpose of cleaning and to identify standards for cleaning the laboratory. Share with the class.

TS5:32 Have the class develop a list of things that make a food service facility sanitary. Write the list on the board, overhead projector, or a poster to be displayed. Have students make a second list of surfaces to be cleaned and sanitized. Include floors, walls, windows, furniture, light fixtures, plants, counters, etc. Discuss how often each surface should be cleaned. KEY QUESTIONS: What surfaces may have to be cleaned several times a day? Which surfaces should be cleaned daily? Which surfaces may only need cleaning weekly or monthly?

TS5:33 Have students explain the need for sanitary practices by participating in a circular response (class members sit in a circle and take turns responding) to complete statements concerning sanitary practices in food preparation and service. Examples:

"Restaurants should be careful to. . ."
"I dislike a waitress who. . ."
"It is important to prepare food in a clean place because. . ."
"Food served in a dirty dish causes me to. . ."
"Greasy smudges on a drinking glass make me feel. . ."

Cleaning Tabletops, Counters, and Other Surfaces

TS5:34 Demonstrate the correct procedure for cleaning tabletops, counters, and other surfaces (including windows, shelves, glass centers, pie cases, service equipment, and beverage containers. KEY QUESTIONS: What methods of cleaning are used for each? Why is sanitizing of tabletops and counters necessary? How are tabletops and counters sanitized? What type of cleaning is required before new customers are served?

TS5:35 Have students practice cleaning and sanitizing the surfaces in the food service laboratory or facility where they are employed. There should be a rotation of student cleaning responsibilities so that each student can learn to clean and sanitize all types of surfaces. Include ledges, light fixtures, pictures, door and window glass and sills, artifical and live plants (etc.) in surfaces to be cleaned regularly.

TS5:36 Set up a display of different types of cleaning equipment and supplies. Have students identify the correct equipment and supplies for specific cleaning jobs, such as: a vinyl chair, a wooden table, a formica serving counter, etc. Have students describe correct cleaning procedures.

TS5:37 Duplicate Teaching Aid 24, Cleaning Procedures, and give it to students. Divide the class into small groups and ask each group to select a type of surface to clean. Have them study information on correct procedures and then demonstrate them for the class.

Cleaning Floors

TS5:38 Demonstrate, or invite a guest speaker to demonstrate, procedures for sweeping, dust mopping, wet mopping, vacuuming, and polishing floors. Have students list the steps involved in each method. KEY QUESTIONS: How often is each procedure done in a food service establishment? What motion is used for each procedure? What equipment and supplies are used for each procedure?

TS5:39 Obtain samples of different types of floor finishes from a store. Have students conduct experiments by dropping various foods on the samples and testing different cleaning products and methods to determine which product and method gives the best results in each situation. Examples of foods which might be used for dropping on the floor are milk, oil or grease, ketchup or barbeque sauce, cola, mustard, jelly, etc.

TS5:40 Have students view Teaching Aid 25, Efficiently Cleaning the Floor, and discuss the most efficient way to clean the floor by mopping. KEY QUESTIONS: Why is it important to use two buckets? Why should you wring the mop? Why do you use a figure eight motion? How do you remove stubborn spots? How big an area do you clean before rinsing and drying? What size area should you mop, rinse, and dry before moving to adjacent areas?

TS5:41 Have students work in pairs to practice the correct cleaning procedures for floors (including sweeping, dust mopping, wet mopping, vacuuming, and polishing), walls, windows, and light fixtures. Observe the methods used and point out any incorrect procedures or products being used.

TS5:42 Give students a list of different types of floor surfaces or finishes (included in Chapter 5 of *Food Production, Management, and Services*, pages 39-40). Have students indicate the care required for each type of floor and explain the correct procedure for caring for the floor. NOTE: This may be used as a learning activity or an evaluation device. If used for evaluation, it could be a paper and pencil test or a skill test.

Pest Control

TS5:43 Invite a resource person from a local pest service to speak to the class about pest control. KEY QUESTIONS: What pesticides are acceptable according to the State Board of Health? Why are some pesticides banned? How can food service employees help with pest control?

TS5:44 Set up a mock pest inspection of the school laboratory. Assign pairs of students to inspect for pests. Before class, leave clue cards, describing a situation, in places where students might ordinarily find pests. Example: Students open drawer and find a card which reads "as you opened this drawer you noticed a cockroach run towards the dark, back corner." Each team will identify the possible pest problem and suggest a solution. A prize could be given to the team that finds the most problems and identifies the correct solutions.

TS5:45 Have the class inspect the laboratory for pests or signs of pests. If any are found, have students determine the best control measures to take. Discuss with the class what may have caused the pest problem or how it could have occured. Also discuss what students can do to control pest problems in the future.

TS5:46 Use Teaching Aid 26, Destroying and Repelling Pests, and discuss causes of rodents and insects in food service facilities and methods of control. KEY QUESTIONS: What diseases may be transmitted by insects, rodents, or birds? What signs do these pests leave? What steps can be taken to control pests? What is the best insurance against disease-carrying pests?

6

Food Sanitation

COMPETENCIES TO DEVELOP

- Follow federal, state, and local sanitation codes for food service establishments.
- Use sanitary food handling, preparation, and storage techniques.

OBJECTIVES TO ACHIEVE

- Define food service sanitation.
- Cite federal, state, and local sanitation codes for food service establishments.
- Describe food-borne illnesses, their causes, and means of transmission.
- Summarize sanitary procedures for food preparation and service.

ASSIGNMENT

- Read Chapter 6 of *Food Production, Management, and Services.*

FOOD SERVICE SANITATION

TS6:1* Have the class discuss the meaning of food service sanitation. Develop a consensus definition. Compare the class definition to the following: The creation and maintenance of conditions favorable to good health. KEY QUESTIONS: Were the most important concepts of food service sanitation covered in the class definition? Is the definition given above stated in more concise terms?

TS6:2 Discuss the difference between clean and sanitary. KEY QUESTION: Can a surface be clean without being sanitary? Explain your answer.

SANITATION CODES FOR FOOD SERVICE

TS6:3 Invite a resource person from a restaurant or the health department to discuss the necessity of sanitary practices in handling food. KEY QUESTIONS: What laws or codes help promote sanitary practices in public eating establishments? What sanitation ordinances are in effect in your area? Which of these laws affect food service employees? What is the primary goal of a sanitation program?

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* TS6:1 indicates Teaching Strategy, Chapter 6, Number 1.

TS6:4 Have students determine what laws or codes protect food served in your community or city. Have students report their findings in class. KEY QUESTIONS: What sanitation codes are in effect where you live? What penalties may be imposed if regulations are not met? Who enforces the codes or regulations? What does a sanitarian inspect?

TS6:5 Obtain information on local sanitation codes from the city or county department of health. Duplicate the information for class handouts. Review and discuss the codes that affect food service establishments. Discuss what may happen if students do not follow sanitation rules in the food-service laboratory. What would happen if an employee failed to follow sanitation rules on the job?

TS6:6 Invite a sanitation inspector from the state, county, or city health department to explain the legal aspects of food service sanitation codes or regulations. Ask the speaker to conduct an inspection of the school foods laboratory explaining to the students what is looked for when inspecting a food-service facility.

TS6:7 Have students look at a sample inspection report for a food-service establishment (available from the State Department of Health). KEY QUESTIONS: What does an inspector check when inspecting a food-service facility? Why are these things checked? When are inspections conducted?

TS6:8 Have students conduct an inspection of the food-service laboratory using a list of sanitation codes obtained previously from the city or county health department. Make plans for improving sanitary practices in the laboratory, if needed.

FOOD-BORNE ILLNESSES

TS6:9 Discuss with students the causes of food-borne illnesses. Help students categorize these causes on the board in three columns headed Biological Hazards, Chemical Hazards, and Physical Hazards. Or the class may be divided into three groups, each taking a type of hazard and reporting on it. Students may refer to Teaching Aid 27, Food Contamination, for additional information.

TS6:10 Assign one or two students to interview a food service supervisor, manager, or a health department official to learn what types of problems are faced by food service facilities in maintaining sanitary conditions and preventing food-borne illnesses. Ask students to report their findings to the class.

TS6:11 Show a film or filmstrip on safe food handling. Have students watch for and list the causes of food-borne illnesses, the kinds of bacteria that cause them, and the conditions needed for bacterial growth. Discuss the lists made by the students during the film viewing. Supplement or reinforce any concepts that students are confused about.

TS6:12 Ask students to collect newspaper articles about food-borne illnesses and their causes. How could sanitation be a factor in each case? Who is responsible for sanitation in food service establishments.

TS6:13 Divide the class into four groups and assign each group a type of illness with bacterial origin. Have the group spend a few minutes reviewing the chart of information in Chapter 6 of *Food Production, Management, and Services* (page 48). Have each group develop a quiz game for their assigned illness. Ask the students to include questions on the type of disease caused by each specific bacteria, the incubation period of each illness, the symptoms, sources, implicated foods, and prevention. Allow each group five minutes to explain their game and five blocks of ten minutes for the class to play each game.

SANITARY FOOD PREPARATION AND SERVICE

TS6:14 Discuss Teaching Aid 28, Temperatures for Keeping Food Safe. KEY QUESTIONS: What is the danger zone for food? At what temperature does the most rapid bacterial growth occur? What is the safest method for defrosting frozen food?

TS6:15 Have students develop charts illustrating the time-and-temperature principles. Ask them to include information answering the following questions: What temperatures are crucial in food display and service? Which foods are most frequently associated with food-borne illnesses? How long can foods be safely kept at serving temperatures? How should leftovers be handled?

TS6:16 Demonstrate the use of a meat thermometer to check the degree to which meat products are cooked. KEY QUESTIONS: To what temperatures should poultry, pork, and beef be cooked? Which meat products should be cooked to the highest temperature? Which meat is usually cooked to the customer's specification?

TS6:17 Ask students to develop a chart to summarize the correct cooking temperatures for roasting poultry, stuffed meats, pork, and rare, medium, and well-done roast beef. Put the chart on display for future reference.

TS6:18 Demonstrate the four acceptable ways of thawing frozen food. Discuss the suitability of each method for different types of food. KEY QUESTIONS: What other factor often determines how food will be defrosted? Why should food not be defrosted at room temperature?

TS6:19 Prepare agar plates (culture medium) to show the growth of bacteria resulting from lack of personal cleanliness. Have students cough or sneeze on different agar plates. Touch one agar plate with dirty hands and another with clean hands. Place a hair on an agar plate. Place a cockroach or fly on an agar plate. Label each plate as it is prepared for future identification. Incubate the agar plates by keeping them in a warm place so the bacteria will reproduce rapidly. Borrow a microscope from the science department to view the bacteria. Have students view the plates the day they are prepared, again in 24 hours, and several days later. Discuss the results after each viewing.

TS6:20 Show a film on good and poor sanitation practices related to food service. Discuss the examples of good sanitation practices following the film. Ask students to cite examples of good or poor sanitation practices they have observed in food service establishments. Explain why sanitation is a major concern in the food-service industry.

7 Nutrition

COMPETENCIES TO DEVELOP

- Use nutritional information in meeting dietary needs of persons of various ages.
- Use food preparation techniques which conserve nutritents.
- Display awareness of various factors which affect eating habits.

OBJECTIVES TO ACHIEVE

- Describe the functions of food.
- Describe the sources and functions of specific nutrients.
- Summarize food preparation techniques which conserve nutrients.
- Outline the Daily Food Guide.
- Determine factors which influence eating habits.
- Identify the nutritional needs of persons of various ages.

ASSIGNMENT

- Read Chapter 7 of *Food Production, Management, and Services.*

FUNCTIONS OF FOOD

TS7:1* Have students develop a bulletin board comparing the body to an engine. Ask the students to depict the following fact: an engine cannot run without fuel and a body cannot function without food. Point out that food provides energy needed to make the body move and produces heat to keep it warm. Food also builds, repairs, and maintains the body.

TS7:2 Discuss and define nutrition. Have students start a list of "Nutrition Terms" where they can record definitions related to food and nutrition.

TS7:3 Discuss the function of food in meeting emotional needs. KEY QUESTIONS: Why do some people eat even though their body may not need fuel? How can emotional needs affect the way we eat? Why should a food service worker understand the effects of emotions on eating habits?

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* TS7:1 indicates Teaching Strategy, Chapter 7, Number 1.

TS7:4 Divide the class into groups. Have each group take a nutrient (you may want to separate the vitamins and minerals into several groups) and develop a chart defining the nutrient and describing the sources and functions of each. Discuss Teaching Aid 29, How a Cheeseburger Turns Into Nutrients, as an example.

SOURCES AND FUNCTIONS OF SPECIFIC NUTRIENTS

TS7:5 Have students play "Nutrition Relay." Place a small bell on the teacher's desk. Divide the class into two teams and have the teams line up across the front of the classroom. The teacher calls out questions about nutrients. The team who rings the bell first and gives the correct answer scores a point. The first person in line must ring the bell and give the team's answer. (Example: Teacher says, "What does Vitamin K do?" Students may confer with team members before ringing the bell, but they must answer immediately after ringing.) Students go to the end of the line after attempting a question. The team with the greatest number of correct answers wins the relay.

TS7:6 Have students determine which foods are good sources of each of the five nutrient groups (proteins, carbohydrates, fats, vitamins, and minerals). Clip magazine pictures of all kinds of foods. Work in small groups to sort the pictures collected by the class into grocery bags labeled "Proteins," "Carbohydrates," "Fats," "Vitamins," and "Minerals." Were some pictures difficult to classify? Why?

TS7:7 Discuss Teaching Aid 30, Functions of Nutrients. KEY QUESTIONS: What can happen if you are deficient in a nutrient? What might be the results of an excess amount of different nutrients? Why can a nutrient not function independently? Why is water important? What are calories?

TS7:8 Show a film or filmstrip on nutrients, their functions, sources, and the effects of proper and improper cooking techniques. Discuss diseases and/or health problems caused by nutrient deficiencies or megadoses.

TS7:9 Develop a set of nutrient flash cards. On one side write the name of the nutrient and, on the other side, list three or four functions and sources. Have students take turns quizzing each other, using alternate sides so they can learn the nutrients by name, function, and know the sources of nutrients.

Protein

TS7:10 Ask students to identify the components of protein. Explain the differences between complete and incomplete proteins. KEY QUESTIONS: What food sources provide complete protein? Incomplete protein? What is coagulation? Where is protein found in the body?

TS7:11 Have students study references to learn how foods containing incomplete proteins may be accompanied by other foods to form complete proteins. Find as many examples as possible and construct a bulletin board or poster which depicts food combinations that build complete protein. (Examples: red beans with corn tortillas or corn bread; macaroni and cheese; cereal and milk.)

Carbohydrate and Fat

TS7:12 Conduct an experiment by having students hold a soda cracker in their mouth until they notice the change in flavor as the starch changes to a sugar. Or toast a slice of bread and describe the change in appearance and flavor that occured in the carbohydrate.

TS7:13 Have students develop a chart of the six sugars and their sources as discussed in *Food Production, Management, and Services* (page 58). KEY QUESTIONS: Which sugars are monosaccharides? Disaccharides? What is the effect on sugar during cooking?

TS7:14 Write the word fat on the board or the overhead projector. Ask students to define its nutritional functions. Discuss fat as a source of energy. KEY QUESTIONS: What is adipose tissue and what does it do? What are the three types of fat and where do they come from? Where is cholesterol found? What happens to fat cooked at high temperatures?

TS7:15 Have students role play a situation between two teenage friends. One is going on a diet and will not eat anything that contains fat or is high in carbohydrates. The other explains the functions of carbohydrates and fat in the body and the importance of including some of each in the diet.

Vitamins

TS7:16 Divide the class into groups. Have each group choose a vitamin and write a day's menu for a person who has been instructed to eat an abundance of foods rich in that vitamin. Ask each group to report their food selections. Have the other groups agree or disagree and give reasons.

TS7:17 Discuss the differences between fat-soluble and water-soluble vitamins. KEY QUESTIONS: Which vitamins are fat-soluble? Water-soluble? What sources provide vitamins to the diet? What deficiencies can occur? How can you minimize vitamin loss during cooking?

Minerals

TS7:18 Divide the class into groups. Have each group take a mineral, or group of minerals and develop a chart listing the function, source, and what might happen if a deficiency were to occur. Display the charts and give a small prize or privilege to the group that produces the best chart.

TS7:19 Demonstrate cooking techniques and methods that preserve nutrients for students. Ask students to determine which of the following is most appropriate for preserving nutrients:

- Cooking at high or low temperature
- Cooking in very little or a lot of water
- Using a lid or not using a lid

DAILY FOOD GUIDE

TS7:20 Have students view Teaching Aid 31, Five Food Groups. Then divide the class into five groups, assigning each group one of the five food groups. Ask them to find information on their assigned food group and make a list of the foods included in that group, and the number of servings required each day. Report to the class and discuss.

TS7:21 Have students record everything they eat for two days, including snack foods. Have them analyze what they ate and compare the number of servings from each food group to the recommended number of servings for each group. NOTE: A computer dietary analysis may be used, if available. Have students make a plan for improving their nutrition and see if they can follow it for one week. Have them report results.

DIETARY GUIDELINES

TS7:22 Use Teaching Aid 32, Dietary Guidelines, and discuss the seven dietary guidelines developed by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. KEY QUESTIONS: For whom are these dietary guidelines intended? Will following these guidelines make you healthy?

FACTORS AFFECTING EATING HABITS

TS7:23 Brainstorm with students to list things that affect what we eat. Include cultural patterns, personal preferences, seasonal preferences, age, and health.

TS7:24 Discuss factors that affect the food choices of each student. KEY QUESTIONS: What cultural foods do you eat? Does your family have any cultural or seasonal eating customs? What changes have occured in your food preferences in the last few years? How do your choices differ from young children in your family? Your parents? Older adults?

NUTRITIONAL NEEDS

TS7:25 Have students develop a chart on the different dietary needs for people of various age groups. Have students add suggestions for appropriate diets for each age group. Use Chapter 7 of *Food Production, Management, and Services* as a reference.

TS7:26 Discuss the nutritional needs of each age group. KEY QUESTIONS: How do nutritional needs differ from one age group to another? Why do eating patterns change? What foods might an elderly person or adult eat that a young child might not? Why?

MEAL PATTERNS

TS7:27 Take an informal, "raise your hands," survey of students to find out how many eat breakfast. Of those who do, compare what they eat and determine if it is a heavy, light, or very light meal. Why do these students eat breakfast? Of those that do not eat breakfast, list the reasons why on the board. Compare the reasons to those given in the reading assignment.

TS7:28 Write on the chalkboard the words Breakfast, Lunch, and Dinner to head three columns. Have students suggest what kinds of food should be included in each meal and record them in the proper column. KEY

QUESTIONS: Why do we associate certain foods with certain meals? Do all cultures have similar meal patterns? Would it be easy or difficult to adjust to unfamiliar meal patterns?

8 Special Diets

COMPETENCIES TO DEVELOP

- Define and use correct diet terminology.
- Identify menus for general and modified diets.
- Adapt menus for modified diets.
- Follow diet instructions in preparing general and modified diets and diet supplements, and in assembling trays.
- Report patient food response to supervisor.

OBJECTIVES TO ACHIEVE

- Demonstrate the use of cycle menus.
- Use special dietary considerations in planning meals for young children.
- Identify requirements for school cafeteria menus.
- Summarize dietary requirements of the sick and aging.
- Define dietary terminology.
- Describe the most commonly used therapeutic diets.

ASSIGNMENT

- Read Chapter 8 in *Food Production, Management, and Services.*

CYCLE MENUS

TS8:1* Obtain copies of cycle menus from health care facilities and share with students. KEY QUESTIONS: How are these menus planned? How will these menus be used? What are the advantages and disadvantages in using cycle menus? How long a period of time do the menus cover?

PLANNING MEALS FOR YOUNG CHILDREN

TS8:2 Have students visit a child care facility in the area to find out how meals are planned for the children. If a field trip is not possible, invite a speaker from a child care center to discuss menu planning for children. KEY QUESTIONS: What quidelines or regulations must be followed pertaining to food service? What foods are normally served? What types of food will children not eat? How do you decide which foods to include in the menu? Are cycle menus used?

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* TS8:1 indicates Teaching Strategy, Chapter 8, Number 1.

TS8:3 Have students develop menus for a child care center. Students must be able to explain why each food was included. Keep in mind nutrition, color, temperature, arrangement of food, and children's likes and dislikes.

REQUIREMENTS FOR SCHOOL CAFETERIA MENUS

TS8:4 Have students brainstorm the types of foods they would like to have included in the school cafeteria menu. Compare these choices to a menu provided by the cafeteria. How many items are the same? How many are different?

TS8:5 Have students evaluate the school cafeteria's menu in relation to the federal government's school breakfast and lunch pattern (formerly Type A) requirements. Refer to Teaching Aid 33, School Lunch Patterns for Various Age/Grade Groups, or the chart on page 77 of *Food Production, Management, and Services*. KEY QUESTIONS: How are the menus similar? What foods are added or deleted? What percentage of the student's daily dietary needs should be met by the school lunch menu?

TS8:6 Ask students to prepare a week's menu plan for the school cafeteria, using the breakfast and lunch patterns. Evaluate the menus and discuss them in class.

DIETARY REQUIREMENTS OF THE SICK AND AGING

TS8:7 Invite a dietitian or food service employee to discuss the various prescribed diets that are prepared in most hospitals and nursing homes. KEY QUESTIONS: Why is it important for the dietary aide or food service employee to be aware of the importance of strictly following the prescribed diets? What are the advantages of providing dining room service for ambulatory residents? What attitudes affect the eating habits of patients or residents in health care institutions?

TS8:8 Ask students to visit a patient or resident in a health care institution. Have students interview the patient or resident to determine their attitudes about the foods served. Report findings in class and discuss. KEY QUESTION: Are patients' attitudes about food determined by their special food likes and dislikes? NOTE: This activity may be combined with FHA/HERO activities, if desired.

DIETARY TERMINOLOGY

TS8:9 Develop flash cards for class use. Using definitions in Chapter 8 of *Food Production, Management, and Services*, write the word on one side of the card and the definition on the other side. Cards can be used with the entire class or by individual students to reinforce dietary terminology.

TS8:10 Conduct a terminology question and answer game by dividing the class into two teams. Have the teams stand on opposite sides of the room and alternate giving definition answers to your terminology questions. If a student on either team cannot answer or gives an incorrect answer, they are eliminated and must sit down. The team with the most members still standing at the end of the game is the winner.

THERAPEUTIC DIETS

TS8:11 Divide the class into groups. Have each group develop a menu for one type of therapeutic diet. Include: liquid, soft, bland, diabetic, calorie restricted, controlled calorie, fat restricted, and sodium restricted diets. Use Teaching Aid 34, Therapeutic Diets, and review foods that are available or restricted in each type of therapeutic diet.

TS8:12 Ask students to explain the difference between general and therapeutic diets. KEY QUESTIONS: Who orders a therapeutic diet? What foods does a general or regular diet include? What are the advantages of a selective menu? Does going on a therapeutic diet necessarily mean withholding certain foods?

TS8:13 Have students compare different diets. Using the menu form for modified diets, Teaching Aid 35, Menu Form for Modified Diets, evaluate the diets.

TS8:14 Discuss nourishments and supplemental feedings. Exhibit a can of supplement and have students examine the lable for nutrition information. KEY QUESTIONS: What foods may be ordered as nourishments? Why might supplementary feedings be prescribed?

TS8:15 Divide the class into groups. Give each group a situation and have them prepare a diet for one day for the person in the assigned situation. Examples:

- person with a weight problem (high or low)
- person with new dentures
- person with a heart problem who needs a low fat diet
- a diabetic who is in for minor surgery

TS8:16 Obtain an exchange list from a hospital or other source and explain to students. Have them use the exchange list to write menus for one week for someone on a modified diet. Evaluate and discuss the menus in class.

TS8:17 Visit a hospital, if possible, and have students observe the preparation and service of routine and modified diets. If a field trip is not allowed, perhaps the hospital dietitian can visit class and describe the preparation of various diets. KEY QUESTIONS: How are menus planned? How do patients make food choices? What is the role of the dietitian? How are diets modified for certain diseases or health conditions?

TS8:18 Write a description of the system used at your training station to identify trays of food for different therapeutic diets. Exchange descriptions with other dietary students to compare the systems used in various institutions.

9 Tools and Utensils

COMPETENCIES TO DEVELOP

- Identify, select, and use large and small food service equipment.
- Clean, maintain, and store food service equipment and tools.
- Report equipment needing repairs to supervisor.

OBJECTIVES TO ACHIEVE

- Differentiate between tools and utensils.
- Select appropriate tools for food preparation and service tasks.
- Use cutting devices safely.
- Select appropriate utensils for food preparation and service tasks.

ASSIGNMENT

- Read Chapter 9 of *Food Production, Management, and Services.*

TOOLS AND UTENSILS

TS9:1* Discuss the difference between tools and utensils. Show examples by holding up hand-held equipment and identifying them as tools. Then show containers for holding food and identify them as utensils. KEY QUESTIONS: How do tools and utensils in food service differ from those in the home? What are some examples of tools? Of utensils?

TS9:2 Define tools and utensils for class. Using your definition as a basis, play a game of identification. Put ten assorted tools and utensils on a tray. Hold up one item at a time and have students write down whether it is a tool or utensil. Go over their answers for reinforcement.

SELECT CORRECT TOOLS

TS9:3 Use Teaching Aid 36, Measuring Equipment. Discuss types of measuring equipment. Include liquid and dry measuring cups and measuring spoons. KEY QUESTIONS: What intervals should be marked on liquid measuring cups? Why is metal preferred over plastic for dry measures? How is a measuring cup for either liquid or dry ingredients limited? How should you care for measuring equipment? Why are both glass and metal measuring cups used in food preparation? Which cups are used to measure liquids? Which cups are used to measure dry ingredients? What are measuring spoons used for? What happens to plastic measures that are not cared for properly? Why is it important to store measuring equipment carefully?

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* TS9:1 indicates Teaching Strategy, Chapter 9, Number 1.

TS9:4 Demonstrate the correct method for measuring flour, sugar (confectioner's, granulated, and brown), solid fats, and liquids. KEY QUESTIONS: How do you measure fractions of a teaspoon or tablespoon? How do you measure a few grains, a speck, or a pinch?

TS9:5 Prepare a set of cards before class by listing one piece of measuring equipment on each card. Ask students to draw a card. The student should then locate the piece of equipment named on the card, show it to the class, tell them what it is and how it is used. The equipment to be identified may be all placed on a tray or left in its usual storage place.

TS9:6 Demonstrate the correct way to use a dry measuring cup. KEY QUESTIONS: Why is it important to not shake the measuring cup containing the dry ingredient? Why do you first heap the cup with the dry ingredient, then level it off? What tool do you use to level the cup off?

TS9:7 Demonstrate how to use the liquid measuring equipment correctly. KEY QUESTIONS: Why is liquid measuring equipment used differently than dry measuring equipment? Why is it important to have the liquid measuring equipment on a flat, even surface before reading it?

TS9:8 Have students practice the correct procedures for measuring both dry and liquid ingredients. Provide each student the opportunity to measure several different types of ingredients.

TS9:9 Use Teaching Aid 37, Fun With Measurements, and have students play *Fun with Measurements* to reinforce their knowledge of what measuring equipment to use with specific ingredients. Or you may call out ingredients by name and have students answer with the type of measuring equipment that would be used to measure that ingredient.

TS9:10 Divide the class into groups of four. Have students prepare a brownie mix and an instant soft drink mix. Observe each group's use of measuring equipment and evaluate.

Thermometers

TS9:11 Have students view Teaching Aid 38, Types of Thermometers (or look at the actual thermometers). Discuss the uses of each type. KEY QUESTION: What is the difference between a thermostat and a thermometer?

TS9:12 Demonstrate the use of different types of thermometers. Include confectionary, dial type, and fat thermometers.

Cutting Tools

TS9:13 Have students view Teaching Aid 39, Cutting Devices, to identify various cutting tools. An exhibit of the same cutting tools, that students could examine, might be set up on a desk or table.

TS9:14 Show a film or filmstrip that describes the cutting tools used in food service. Discuss the kinds of knife blades and the kinds of knife handles found on the cutting tools. KEY QUESTIONS: What is meant by point, edge, back, and handle of a knife? What are the names of some of the most common knives used in food preparation?

TS9:15 Evaluate students by having them remove cutting tools from a display of various hand utensils used in food service and identify them by name.

Knives

TS9:16 Demonstrate how to hold a knife and how to pass a knife to another person. KEY QUESTIONS: Is there a sharp edge and a dull edge on the knife? Which is the cutting edge? Why is it important to hold the knife by the handle? Why should the point be kept downward when carrying a knife? What part of the knife should you hand to another person first?

TS9:17 For review, have students list safety tips (on the chalkboard) for handling knives. As the safety tips are discussed be certain students include the following:

- Never hold a knife by the blade.
- Hold the point downward, when carrying.
- Never slide your finger over the blade's edge.
- Store knives in a rack, not loose in a drawer.
- Keep knives separate from other kitchen tools.
- Don't drop knives into the dishwater or into the sink.

Use Teaching Aid 40, Safety Practices in Using Cutlery, to further review safe and unsafe use of knives. Discuss.

TS9:18 Use Teaching Aid 41, Most Common Knives and Their Uses. Following the presentation of the visual, give a pop quiz by having students list four knives commonly used in food preparation and name the uses of each knife they listed.

TS9:19 Play the game of Knife-O (played the same as Bingo) to learn the correct use for a specific knife in food preparation. Provide students with markers (buttons, beans, or circles cut from construction paper) and Knife-O cards. Cards should have five squares across and five squares down for a total of 25 squares. The center square is free and other squares should have the names of different types of knives printed in them. The names of the knives may be used more than once if necessary. As a description of the knife and/or its use is read, students place a marker on the corresponding name on the Knife-O card. When markers cover five squares in a straight line, either vertical, horizontal, or diagonal, the student can win by calling out Knife-O.

TS9:20 List different cutting tasks on the chalkboard. (Examples include slicing vegetables, cutting fruits, cutting sandwiches, slicing cakes, coring lettuce, paring and sectioning fruits, removing eyes from potatoes, etc.) Have students write their name beside one of the tasks listed on the board. Then locate in the laboratory the appropriate knife for the selected task. When the teacher calls out the task, the student will identify the knife chosen and demonstrate its safe use in performing the task for the class.

TS9:21 Work in small groups to prepare a salad luncheon and practice the safe use of appropriate knives. Each group should prepare a different salad that requires several types of cutting tools.

TS9:22 Demonstrate the correct use of a sharpening steel. Have students practice sharpening knives using the sharpening steel under your supervision. Discuss safety practices to follow when working with knives. KEY QUESTIONS: What shape is a sharpening steel? When should knives be sharpened?

TS9:23 Provide a display of different types of cutting surfaces made of various materials. Be certain to include the plastic or hard rubber type used in most food service facilities. Discuss the advantages and disadvantages of each type. KEY QUESTION: Why are wooden cutting boards not preferred in food service use?

Other Cutting Tools

TS9:24 Demonstrate and explain the use of other cutting tools. Include a peeler, grater, and utility scissors. Use Teaching Aid 42, Other Cutting Tools, and ask students to list uses for each type. Have students practice using each type of cutting tool.

Food Handling Tools

TS9:25 Use Teaching Aid 43, Food Handling Tools, to identify and explain tools used for food handling. Show and demonstrate the use of each type of food handling tool.

TS9:26 Assemble a tray of tools used for handling food. Have students identify each piece of equipment, as it is held up, and describe its use. The class can be divided into teams and a game conducted to see which team can correctly identify the most items or the activity could be used for evaluation.

TS9:27 Divide the class into groups of two for practice in using the food handling tools correctly. Observe and give students suggestions for improvement. Provide inexpensive food items for the practice session such as water, salt, flour or cornmeal, beans, potatoes, etc.

TS9:28 Discuss the sizes of dippers which are most often used in food service. KEY QUESTIONS: What food items are the dippers used for? Do larger size numbers indicate large or small dippers? Why is it important to use the specified size dipper or scoop when portioning food?

TS9:29 Use Teaching Aid 44, Types of Brushes. Pass brushes around the classroom so that students can examine and compare the sizes and shapes. KEY QUESTIONS: What kinds of jobs can be done by brushes in food preparation? Why would brushes be important in food service operations?

UTENSIL SELECTION

TS9:30 Discuss proper storage methods for staple foods in food service operations. KEY QUESTIONS: What type of containers are used? Why are covers used? How are large quantities usually moved about? What kinds of foods are "staples?"

Mixing and Molding

TS9:31 Discuss Teaching Aid 45, Bowls and Molds. KEY QUESTIONS: What types of materials are mixing bowls for food service made from? What different sizes and shapes are available? Why? How many different mold shapes are you familiar with? What types of foods may be molded? NOTE: Molds are available for butter, shortbread, cheese, Charlotte, ice cream, chocolate, gelatin, and confections. From what materials are molds made?

Shaking and Straining

TS9:32 Discuss containers which have holes through which food is shaken or which separates solids from liquids. Show examples and explain uses of each. If different types are not available in the laboratory show Teaching Aid 46, Strainers. KEY QUESTIONS: When are sieves used? When are strainers used? What is special about a china cap strainer?

Cooking

TS9:33 Use Teaching Aid 47, Pots and Pans, and have students identify different pots and pans used in food service. Discuss the difference in the sizes of the various pots and pans. Explain the correct uses of the pots and pans. KEY QUESTIONS: Which pans should be used for soups and sauces? What are uses of skillets? Which pans should be used for sauteeing or cooking food in shallow fat? What are the uses for a sheet pan? What are the uses for baking pans? What are the uses for a braiser? What are the uses of a double-boiler?

TS9:34 Develop a *CONCENTRATION* game with pictures of pans on one set of cards and names of pans on the other set. Ask students to match the correct name to the picture of the pan. For more difficulty, add cards with descriptions or uses of the pans.

TRANSPORTING EQUIPMENT

TS9:35 Have students discuss the methods used for transporting food and equipment such as dishes and glassware in the laboratory or at their training station. Compare the methods discussed. KEY QUESTIONS: What three objectives are involved and how do they differ? How are they similar? What are the three major considerations in transporting food and supplies?

TS9:36 Discuss and demonstrate the proper use of carts to move items to and from the dining area in hospitals or for catering. Use Teaching Aid 48, Carts. KEY QUESTIONS: What are the advantages and disadvantages of each type? What special considerations should be taken in hospitals or nursing homes? In catering?

TS9:37 Take students on a tour of a restaurant or cafeteria and identify ways that foods are kept hot or cold. KEY QUESTIONS: What types of pitchers are used? Are samovars, chafing dishes, or rechaud lamps used? How do restaurants warming dishes or equipment differ from those used by a cafeteria or catering service?

10

Food Preparation Equipment

COMPETENCIES TO DEVELOP

- Identify, select, and use large and small food service equipment.
- Clean, maintain, and store food service equipment and tools.
- Report equipment needing repairs to supervisor.

OBJECTIVES TO ACHIEVE

- Identify use and care procedures for food preparation equipment.
- Outline appropriate use and care for cooking equipment.

ASSIGNMENT

- Read Chapter 10 in *Food Production, Management, and Services.*

USE AND CARE OF FOOD PREPARATION EQUIPMENT

Scales

TS10:1* Look at pictures and discuss the different types of scales used in food preparation. Locate and identify the type of scales used in the food service laboratory or in the student's place of employment. KEY QUESTIONS: What are the differences in the types of scales used in food preparation? What types of food product does each scale measure?

TS10:2 Have students look at Teaching Aid 49, Portion Scales, to identify the various parts. After students have had time to learn the names of the parts, cover the names on the Teaching Aid and have students identify the parts as you randomly point them out.

TS10:3 Demonstrate the correct use of the various scales in food preparation. KEY QUESTIONS: When are scales used in food preparation? What is the function of the weight indicator? The scoop? The weighing platform? What is the correct procedure for cleaning the scale?

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* TS10:1 indicates Teaching Strategy, Chapter 10, Number 1.

TS10:4 Have students practice using different types of scales by measuring foods. Set up stations with pre-measured food quantities and one of the different types of scales. Have students measure and record their measurements for each type of scale, then move on to the next scale and repeat until they have used each type of scale. Compare students measurements to the pre measured quantities you set up in the beginning. Discuss.

Can Openers

TS10:5 Have students look at pictures of an electric and a bench-mounted can opener. KEY QUESTIONS: What type can opener is used in the laboratory or the school cafeteria? What is the can opener used for? Is the can opener used to open both institutional-size cans and small-size cans? Does proper use of the can opener save time and energy? What are the differences in the two types of can openers?

TS10:6 Have students view Teaching Aid 50, Can Openers, and identify the parts of the bench-type manual can opener. Compare the picture with the can opener used in the laboratory or the student's place of employment. KEY QUESTIONS: What does the handle of the can opener do? What does the blade of the can opener do? What does the shank of the can opener do? What does the base of the can opener do?

TS10:7 Discuss safety tips for using and cleaning can openers. Demonstrate cleaning the blade of the bench-mounted and the electric can opener. KEY QUESTIONS: What might happen if bits of metal fell into the food when a can is being opened? Why is it so important to keep the blade clean? How do you remove and clean the shank? Why should the blade be inspected? How should the base be cleaned? What effect do acids from fruits and vegetables have on the can opener?

TS10:8 Have students read the manufacturer's directions on use and care of the electric can opener. KEY QUESTIONS: How is the cleaning of the manual and electric can opener similar? What principle do electric can openers operate on?

TS10:9 Divide the class into groups of two. Practice using and cleaning the can openers. Ask one student in each group to inspect the can opener that the other has cleaned. Discuss any problems that were encountered.

Food Slicer

TS10:10 Demonstrate the operation of the food slicer. KEY QUESTIONS: What safety precautions are absolutely necessary? Disassemble the food slicer as for cleaning. Have students name each part and identify its purpose. Teaching Aid 51, Food Slicer, may be used with this activity.

TS10:11 Write the steps for operating and cleaning the food slicer on the board, overhead, or flipchart. Have students practice following the steps to use the slicer. Provide small melons for the practice session. Then have students practice cleaning the slicer by following the written steps.

TS10:12 Discuss the safety precautions listed in *Food Production, Management, and Services* (p.102). Divide the class into groups and have each group explain what might happen if a safety precaution was not followed when using or cleaning the food slicer.

TS10:13 Give students sample situations and have them report what procedures were violated in the situation and what saftey precautions were observed. Situations may be similar to the following example: Jim was assigned the job of cleaning the meat slicer. He checked to see that the switch was off and pulled the cord to unplug the slicer. He used very hot water to clean the frame of the slicer and was careful not to let the water come in contact with the motor. Some food particles were still on the slicer blade so he used a knife to remove them.

Food Cutter or Chopper

TS10:14 Use Teaching Aid 52, Food Cutter or Chopper, to identify and locate the major parts of a food chopper as you demonstrate disassembling the chopper. Explain steps in safe use and care of the food chopper. KEY QUESTIONS: What is the function of each part? What foods can or cannot be cut with the food choppers? Why is it important to wait until the knives have stopped rotating to remove the food?

TS10:15 While supervised, have students prepare a simple salad, using the food chopper. Serve samples to other students. Note and discuss the quality of the product. Again, under supervision, have students clean the food chopper as directed, and reassemble the food chopper.

TS10:16 Demonstrate the use of the food processor. Have students read the manufacturer's directions for use and care and develop a list of rules to be followed. Identify special parts and functions of each. KEY QUESTIONS: What types of foods can be prepared in the food processor? What are the advantages of using the processor over using the food cutter or chopper?

TS10:17 Have students experiment by chopping cabbage for slaw in the food chopper and in the food processor. Compare the cabbage. KEY QUESTIONS: Which product is the most satisfactory for slaw? Which equipment is the easiest to use and clean? Which one completes the job in the least amount of time?

Vegetable Peeler

TS10:18 Visit a food service establishment that uses a vegetable peeler. Have students observe a food service worker operate the vegetable peeler. KEY QUESTIONS: How does the vegetable peeler work? Why are vegetable peelers not as common as they once were?

General

TS10:19 Have students select a piece of cutting equipment and write step-by-step operation and care rules for its use. Flip charts, posters, or notebooks may be developed to share with the class.

TS10:20 Have students make posters illustrating the safety precautions related to the use and care of food cutting equipment. Display the posters in the laboratory or have students display their poster at their training station with the employer's permission.

Mixing Equipment

TS10:21 Use Teaching Aid 53, Mixer Parts, and have students identify the parts of a mixer. Call out each part name and have students point out its location. Discuss types of mixers. Identify differences in floor, bench, and table models. Identify the type mixer shown in the visual and the one in the laboratory or your training station. Compare the parts of each type. NOTE: For lower level students, a handout may be developed and students may color in the parts as you name them. (Example: "Color the bowl blue.")

TS10:22 Demonstrate the use of the mixer in the lab. KEY QUESTIONS: What is the correct way to plug-in and unplug the mixer? How do you use the on/off switch? How do you change speeds? How do you put the bowl on the mixer? How do you take the bowl off the mixer? What can happen if the bowl is filled too full? What may happen if too high a speed is used with a stiff dough or heavy batter? What will happen if the gears are not changed correctly?

TS10:23 Use Teaching Aid 54, Mixer Agitators. Demonstrate uses for each agitator. (Examples: WIRE WHIP for frostings and whipped cream, DOUGH HOOK for bread or doughnuts, FLAT BEATER for mashed potatoes, PASTRY KNIFE for pie crust.)

TS10:24 Have students reach into a box filled with mixer agitators. Draw one out and explain its uses to the class.

TS10:25 Explain and demonstrate how to put the agitators on the mixer and how to remove them. Have the class stand in a semicircle around the mixer. Each person will have a turn at putting on and taking off each agitator. NOTE: Repeat until each student can put the agitators on the mixer and remove them efficiently.

TS10:26 Demonstrate the correct procedure for cleaning the mixer. KEY QUESTIONS: How should bowls and beaters be washed? What parts cannot be put in water? How are these parts cleaned?

TS10:27 Divide the class into pairs and have students take turns describing to each other the correct way to clean the mixer.

TS10:28 Have students develop a list of safety guidelines to observe when using the mixer. Discuss the lists in class and revise if necessary.

TS10:29 Assemble pictures of foods that could be prepared by using the mixer. Place the pictures in a bowl and ask each student to draw one. Have the students tell the class what food they have drawn and answer the following questions about it: Which agitator would you choose to mix the food? Why would you use that particular agitator? Would another agitator work just as well? Could you use more than one kind of agitator for the task?

Blender

TS10:30 Invite a service representative to demonstrate the use of a blender. Ask the representative to include the following key ideas: parts of the blender, safety precautions, uses of various speeds, and procedures for cleaning the blender.

TS10:31 Have students view Teaching Aid 55, Blender. Divide the class into two teams for practice in identifying parts of an actual blender. The first member of Team One attempts to identify the part of the blender pointed to by the teacher. If the answer is incorrect, the first member of Team Two may try. Alternate questions between teams until each member has an opportunity to play. Play as fast as possible. A correct answer earns one point for the team. Any student who answers out-of-turn causes a one point forfeit for the team. NOTE: This game may be adapted for learning parts to any type of commercial kitchen equipment.

TS10:32 Have students choose one of the following questions to find the answer to and report to the class.

- How full may a blender be filled?
- How may ingredients be added when the blender is running?
- What are some jobs a blender can do?
- How should a blender be cleaned?
- How do you determine the speed to use in preparing various foods?
- How long should foods be blended?

TS10:33 Work with the class to develop a checklist of safety rules to follow when using and cleaning the blender. Write the list on the chalkboard or on a large poster for display. Then have students work with a partner to prepare a simple food item using the blender. One partner does the work while the other partner observes and records whether or not each item on the safety checklist is accomplished. After the food is prepared and the blender cleaned, conduct a Safety Inspection using the student checklist.

TS10:34 Set up a display of instruction booklets for information on the use and care of mixing equipment. Have students read them to find out what safety procedures are stressed for each type of mixing equipment by the manufacturers. Ask the students to list the safety procedures for each type of equipment and turn in for evaluation.

Beverage

TS10:35 Have students discuss the types of beverage equipment used in the laboratory or at their training station. Do all food service institutions use similar equipment?

Coffee

TS10:36 Prepare a poster with pictures of various types of coffee makers cut from commercial equipment catalogs. Display the poster and discuss the names of the different types of coffee makers with students. KEY QUESTIONS: What type of coffee maker is available in your lab? What feature does an urn have?

TS10:37 Use Teaching Aid 56, Coffee Brewer. Have the students examine an actual coffee brewer of similar design and ask them to identify the parts.

TS10:38 Demonstrate the correct procedure for cleaning the coffee brewer. Include the following:

Daily Cleaning

- Rinse the serving pot with water between batches of coffee.
- At the end of the day, empty the serving pot and wash it in a hot detergent solution.
- Rinse the serving pot thoroughly.
- Clean the coffee brewer with a damp cloth or an all purpose cleaner.
- Dry the coffee brewer.
- Replace the serving pots.

Periodic Cleaning

- Using manufacturer's instructions as a guide, run a special cleaner or a mixture of vinegar and water through the coffee brewer to clean it thoroughly.

Tea Dispensers

TS10:39 Have students view pictures of tea dispensers. KEY QUESTIONS: How does each dispenser work? How do you clean each dispenser? Teaching Aid 57, Cleaning Procedures for the Tea Urn, includes step-by-step directions for cleaning the tea urn.

Cold Beverage Dispensing Machine

TS10:40 Use Teaching Aid 58, Cold Drink Dispenser, and discuss how to use and care for the machine. KEY QUESTIONS: What other automatic beverage dispensers are used in food service? How often do dispensers for dairy products need to be cleaned?

TS10:41 Have students view pictures of various models of ice makers. Use Teaching Aid 59, Ice Machines. Have students identify the type of ice machine located in the laboratory, the school cafeteria, and/or their training station.

TS10:42 Demonstrate the procedures for operating and cleaning the ice maker. KEY QUESTIONS: How often must the ice maker be defrosted, dismantled, and cleaned? Why is a bristle brush more effective in cleaning the ice maker than a sponge or cloth?

TS10:43 Explain sanitary use of the ice machine. KEY QUESTIONS: What tool should you use to remove ice from the ice machine? Where should the ice scoop be stored? Should the ice scoop be placed in a sanitizing solution? Why? Why should you wash your hands before using the ice machine? Is it ever acceptable to use your hands or a glass to scoop ice?

TS10:44 Use Teaching Aid 60, The Decision Is Yours, to increase students awareness of correct and incorrect procedures for using ice machines.

TS10:45 Explain the steps for cleaning the ice machine. NOTE: Refer to manufacturer's instruction manual for specific directions. KEY QUESTIONS:

What needs to be done to clean the ice machine? How often should the ice machine be cleaned? General cleaning procedures include the following

- At least once a month, or more often if frost build-up is heavy, defrost and take apart the ice maker.
- Use a cleaning solution and a good nylon brush to clean all parts of the ice maker, both inside and out. This is called deliming.
- Rinse the ice maker thoroughly.
- Make sure the water lines are attached.
- Put ice maker back together.

USE AND CARE OF COOKING EQUIPMENT

Range Top

TS10:46 Have students view Teaching Aid 61, Range Tops. KEY QUESTIONS: What is the range top used for? What is the difference between gas and electric range tops? What type of range has a solid top?

TS10:47 Demonstrate the proper methods of using and cleaning the range top. KEY QUESTIONS: Are burners automatic or must matches be used? Is the gas turned on before or after lighting the match? How much of the surface of the solid top range should be used for cooking? What top-of-the-range cooking methods help keep the kitchen cool and save fuel? Why must grease not be allowed to build up on a range top? Why is the amount of heat selected important?

TS10:48 Have students pretend that they are responsible for teaching a new employee how to clean the range top. KEY QUESTIONS: What would you say? How do you know when the range top needs cleaning? How often should the range top be cleaned? What temperature should the range top be before you try to clean it? What steps for the daily cleaning of the range top should be followed? Are there steps that are done weekly? What are they? NOTE: The questions and answers could be done in a role play or written answers could be prepared.

TS10:49 Have students practice operating the range top using the correct temperatures and the correct pan for the food being cooked. Arrange pots and pans correctly according to burner size. Students might practice by preparing a vegetable, eggs, or a one pot meal.

Griddle

TS10:50 Have students look at pictures of various models of commercial griddles. Then examine an actual griddle in the laboratory, school cafeteria or another location. Have students look at the thickness of the plate, the thermostatic control, the splashboard height, and the width of the grease trough. Discuss what foods can be prepared on the griddle.

TS10:51 Use Teaching Aid 62, Griddles and Grills, and identify the various parts and their location on the griddle. KEY QUESTIONS: What happens to the grease drains in the grease trough? How is a grill "seasoned?"

TS10:52 Demonstrate the safe use and care of the griddle or invite a qualified person to do the demonstration. Ask students to closely observe the following: temperature control, oiling of the grill, cleaning with a spatula, grill screen or griddle brick use, the cleaning techniques used, and reseasoning.

TS10:53 Visit a fast food operation to observe griddle use. KEY QUESTIONS: What safety precautions did the griddle operator observe? Why did the griddle operator observe each safety precaution? Why is it important to follow safety precautions?

TS10:54 Have students practice using the griddle by operating a "pancake house" for customers. Serve a variety of pancakes at a breakfast for teachers. Or serve a hamburger lunch, a bacon sandwich lunch, or a bacon and egg breakfast. Charge the customers enough to recover the cost of the food.

Broiler

TS10:55 Show students Teaching Aid 63, Broilers, and explain what kinds of food are prepared on this equipment. Ask students to name the parts of the broiler.

TS10:56 Have students role play the position of a commercial food equipment representative trying to sell a new broiler to a restaurant owner. Ask them to explain all the parts of the broiler and their uses.

TS10:57 Have students work in teams of two or three to prepare simple foods, such as hamburger patties, toasted cheese sandwiches, or tuna burgers. Observe the students work to make sure they are following safety procedures. Evaluate individual work habits.

Deep Fat Fryer

TS10:58 Use Teaching Aid 64, Deep Fat Fryer. Explain the parts and what each does. List food products that can be prepared in the deep fat fryer.

TS10:59 Have students listen to taped directions for use of the fryer. KEY QUESTIONS: Why is it necessary to start the fryer prior to frying time? What is the usual range of frying temperature for most foods? How can you tell when the proper temperature has been reached? Why are breaded items shaken after they are placed in the basket? Why is this process not done over the fryer? What is the holding temperature for the fryer between batches? What portion of the oil should be filtered first? What type solution can be used to clean the fryer?

TS10:60 Demonstrate the steps for cleaning the deep fat fryer. KEY QUESTIONS: What are the steps in cleaning the deep fat fryer? How should burned-on grease be removed? How should carbon be removed from the heating elements? How often should this be done?

TS10:61 Ask students to sit in a circle. Go around the circle with each person naming a safety precaution for using the deep fat fryer. After the circle is complete, summarize the safety precautions for using the deep fat fryer on the board, making sure they include the following:

- Always put items to be fried into baskets before the baskets are put in the hot fat.
- Keep deep fat fryer below 300 degrees F. when not in use for short periods.
- To avoid overheating and causing a grease fire do not leave deep fat fryer on for long periods of time.
- Wear heavy gloves when removing fat filled tubs.
- Wear the proper clothing. Do not wear sleeves or jewelry which hang down.

Exhaust Hood

TS10:62 Have students examine the exhaust hoods in the laboratory or in other food service facilities. Have the students identify the parts and explain how and when to use the exhaust fan. Where are exhaust hoods located?

TS10:63 Demonstrate the operation and care of the exhaust system located in the lab or the school cafeteria kitchen. KEY QUESTIONS: Where are the On and Off switches located? What kind of filters are used? Are the filters replaced when dirty, or cleaned? How often should the filters be checked? Where is the light bulb located and how is it replaced? Why is it important to keep the exhaust hood clean and free from grease build up?

Steaming Equipment

TS10:64 Show students Teaching Aids 65, Compartment Steamer, and 65-2, Steam Jacketed Kettle, or other pictures or diagrams of steam type cooking equipment. Explain how the steam jacketed kettle cooks food and how the steamer cooks food. KEY QUESTIONS: What differences are there in the steam jacketed kettle and the steamer? What is the purpose of the gauge? Is a steamer powered by gas or electricity? What food can be cooked in a steamer? How does pressure and temperature relate in the steaming process?

TS10:65 Take students on a tour of the school cafeteria or another food service establishment and look at the type of steam equipment that is used. Arrange for someone to point out the major parts of the steam cooking equipment and demonstrate its use.

TS10:66 Have students prepare a chart on procedures for using and for cleaning the pressure sauce pan, the steam jacketed kettle, and the steamer. Ask them to include safety features and procedures.

TS10:67 Ask students to pantomime what to do in case of steam equipment failure or malfunction. (Examples include steam leaking past the door gasket on a steamer or steam kettle pops and jumps.) Have students list safety precautions that should be followed in each situation.

TS10:68 Discuss accidents that may have occurred in your training station or laboratory involving steam equipment. How might each accident have been prevented?

Baking and Roasting

TS10:69 Use Teaching Aids 66, Ovens, 66-2, Reconstitution Oven, 66-3, Microwave Oven, or show pictures of ovens from a food service equipment catalog. Discuss various types of ovens including regular, stack, convection, carrousel, hearth, pizza, reconstitution, microwave, impingement, and infrared. KEY QUESTIONS: How do the ovens differ? Which ovens use gas? Which are electric? What are the advantages and disadvantages of each type of oven?

TS10:70 Divide the class into several groups. Each group should summarize the characteristics of one type of oven, describe the advantages of that oven, and list the kinds of foods that can best be prepared using that particular oven. Report to the class.

TS10:71 Take the class on a field trip to see different types of ovens. Have an expert explain their uses and demonstrate, if possible.

TS10:72 Conduct an oral question and answer session on the procedures for using ovens. Have students answer the following questions: When do you bake in a commercial oven? When should the high temperature setting be used? Why should the oven be preheated? Do all types of ovens need preheating? Why should you avoid opening an oven door during baking? What is the procedure for cleaning an oven? What safety precautions need to be followed when using the different types of ovens? NOTE: Questions asked may be directed to one specific type oven or may be general questions.

TS10:73 Assist students in conducting an experimental lab in which the same foods are cooked in a regular oven, a convection oven, and a microwave oven. Compare the time required to cook the food, the taste, the texture, and the color of the cooked food. KEY QUESTIONS: Which oven's product was the most acceptable? What determines which oven to use?

TS10:74 Have students work in groups to develop a list of steps for cleaning a specific type of oven. Explain the steps to the class. Be sure students have included the correct type of cleaning agent for the assigned oven type and any safety precautions related to the cleaning agent.

Convection Ovens

TS10:75 Explain the operation of a convection oven and how it differs from a regular oven. Include a demonstration, and cleaning techniques.

TS10:76 Discuss the types of food that can be baked in a convection oven. Have students create a bulletin board showing foods that are appropriate for the convection oven. Discuss the advantages and disadvantages of the convection oven.

TS10:77 Have students examine pictures of various models of microwave ovens. Locate parts common to most models. Locate parts that are different on the various models. Say the names of the parts in unison as they are pointed out.

Microwave Ovens

TS10:78 Demonstrate how to use the microwave oven and how to set the timer for the different cooking powers and for defrosting. NOTE: If the timer is a knob type and difficult for handicapped students to grasp, refer to Teaching Aid 67, Adaptation for Easy Grasp of Timer, for information on attaching a small dowel stick to the knob.

TS10:79 Show the class the types of materials such as glass, paper, some ceramics, and plastic that may be used for cooking in the microwave oven. KEY QUESTIONS: What types of materials should not be put into the microwave? How can one determine if a dish should be put in the microwave?

TS10:80 Discuss safety related to using the microwave oven. Include information on avoiding burns from using the wrong cookware, damaging the oven by using metal cookware, and the hazards to persons using pacemakers.

TS10:81 For review, have students sit in a circle. The first person explains the first step in oven use and care after the teacher calls out the type of oven. If the step is correct the turn passes to the next person on the left. If the step is incorrect, the turn passes to the next person on the right. Continue around the circle until the review is completed. NOTE: Change the type of oven when all steps in use and care of one type have been covered.

Toasters

TS10:82 Show the class pictures or actual examples of the two types (a four-slot and a conveyor) of commercial toasters. Teaching Aids 68, Conveyor Toaster, and 69, Steps in Cleaning the Toaster, may be used if desired. Locate and identify parts on each type.

TS10:83 Have students observe a worker using a conveyor toaster in the school cafeteria or in another food service facility. Discuss the major safety rules for using the conveyor toaster including keeping fingers clear of the elements and keeping hands dry.

TS10:84 Use Teaching Aid 69, Steps in Cleaning the Toaster, to make picture flashcards. Ask students to arrange the pictures in the correct order. NOTE: This activity might be useful for handicapped students or students with a low reading level and could be used as an evaluation device. Other activities could be adapted to this format.

TS10:85 Demonstrate or discuss cleaning the conveyor toaster. Include the following:

- Disconnect the cord before cleaning.
- Use a clean damp cloth and a non-abrasive cleaning agent.
- Prevent water from reaching elements.
- Cleaning the crumb tray.
- Boiling the baskets.
- Reassembling the toaster.

TS10:86 Conduct a Toast Nook for off-duty teachers or students in other vocational classes. Prepare and sell orders for several varieties of toast including butter, raisin, cinnamon, and plain. Serve the toast orders with coffee or hot chocolate. NOTE: Prices should be reasonable, but food and supply costs recovered. Students should be involved in determining the amount to be charged based on estimated expenses.

11 Cold Storage, Serving and Cleaning Equipment

COMPETENCIES TO DEVELOP

- Identify, select, and use large and small food service equipment.
- Clean, maintain, and store food service equipment and tools.
- Report equipment needing repairs to supervisor.
- Control and improve sequence of operations.

OBJECTIVES TO ACHIEVE

- Demonstrate proper use and care of cold storage equipment.
- Demonstrate use and care of holding and serving equipment.
- Demonstrate use and care of cleaning and disposal equipment.
- Identify work stations and placement of equipment in these stations.

ASSIGNMENT

- Read Chapter 11 in *Food Production, Management, and Services.*

PROCEDURES FOR PROPER EQUIPMENT USE

TS11:1* Have students locate pictures of different types of refrigerators in a food service equipment catalog. Include walk-in, roll-in, reach-in, and pass-through refrigerators. Discuss how they differ.

TS11:2 List foods that should be stored in the refrigerator. Then have the students do the following experiments:

- Put a small amount of milk in each of two air tight containers. Place one container in the refrigerator and leave one out.
- Cut two equal wedges of lettuce. Cover each wedge with a damp paper towel. Place one wedge in the refrigerator and leave one out.
- Divide four ounces of ground meat into two patties. Place one patty in the refrigerator and leave one out.

The next day remove the milk, lettuce, and meat patty from the refrigerator. Compare these to the foods that were not refrigerated. Are there any differences between the refrigerated foods? Are the two meat samples different colors?

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* TS11:1 indicates Teaching Strategy, Chapter 11, Number 1.

Do the two milk samples smell alike? Is the unrefrigerated lettuce as crisp as the refrigerated lettuce? What are some of the reasons for refrigerating foods? What food is refrigerated at the lowest temperature? Define refrigerator.

TS11:3 Discuss reasons for refrigerating foods. (Examples include to prevent spoilage, improve taste of some foods, preserve for a longer period of time, and improve texture or add crispness.)

TS11:4 Demonstrate the proper procedures for cleaning the commercial freezer and refrigerator. Note the importance of cleaning up spills in a walk-in freezer or refrigerator; the importance of the use of soda instead of detergents for cleaning a reach-in refrigerator; and the importance of observing the temperature gauge or dial in the laboratory refrigerator and freezer.

TS11:5 Discuss foods that may be stored in the freezer and the length of time each type of food can be stored. Name foods that should always be kept frozen until used or served. KEY QUESTIONS: What might happen to frozen foods held above 0°F.? What is freezer burn? How soon should you use thawed foods?

TS11:6 Demonstrate how to use a thermometer to check the temperature in the refrigerator and freezer. What is the correct temperature for each? Have students check and record the temperature for the refrigerator and freezer. NOTE: A large cardboard thermometer could be made for practice in reading, especially for visually handicapped students.

TS11:7 Use Teaching Aid 70, Cleaning the Refrigerator or Freezer, and develop flashcards on steps for cleaning the refrigerator or freezer. Have students arrange the cards in the correct order; then, explain the steps and why each is important.

TS11:8 Have students list the cold storage equipment used at their training station or in the laboratory. KEY QUESTIONS: What procedures are followed when using freezers and refrigerators at your training station or laboratory? What procedures should be followed in the care of these pieces of equipment?

USE AND CARE OF HOLDING AND SERVING EQUIPMENT

Hot Food Server

TS11:9 Have students view Teaching Aid 71, Food Warmers. Explain the differences in, and uses of, each type.

TS11:10 Have students make a study tour of the school cafeteria and other food service facilities. Have students make a list of the types of hot holding and serving units available. NOTE: Students may want to tour a hospital kitchen and observe the methods used for keeping food hot while it is being distributed to patients.

TS11:11 Use Teaching Aid 72, Advantages and Disadvantages of Hot Holding and Serving Units. Using *Food Production, Management, and Services,* have students add to the chart (TS11:10), including the bain-marie, heated pass throughs, heated carts, and heated pellets.

TS11:12 Demonstrate the use and care of hot holding and serving equipment. Have students take turns role playing the part of a supervisor instructing a new employee on the procedure for use and care of hot holding and serving equipment.

Cold Food Server

TS11:13 Have students look through commercial equipment magazines and find the names and types of cold-food holding and serving units.

TS11:14 Tour the school cafeteria. Note the type of cold food holding and serving units used. After returning to class, list on the board the foods served in the cafeteria that required cold holding and serving. NOTE: Combine observations of both hot and cold holding and serving in one tour.

TS11:15 Use Teaching Aid 73, Cold Holding and Serving Units. Invite an equipment company representative to describe the use and care of cold food holding and serving units. Discuss advantages and disadvantages of each type.

TS11:16 Have students develop cartoons illustrating a customer's reactions to a salad case covered with finger prints; a hair in the ice in the cold bain-marie; hardened whipped cream on the racks of the cold cabinet. Display the cartoons in the room. Demonstrate and discuss cleaning procedures.

TS11:17 Have students survey several persons on the topic, "What Bugs Me Most About Restaurant Food." Present the findings to the class. How many times was food served at the wrong temperature listed as a complaint? How could this have been prevented? Which type of food warmer or cooler should be used?

TS11:18 Have students write a paragraph on each piece of holding and serving equipment used at their training station or in the school laboratory. Describe the equipment and its use and care. Hand in for evaluation.

TS11:19 With other food service and dietary employees, discuss the charts on the pieces of holding and serving equipment. Check to see if improvement can be made in your duties when using and caring for the holding and serving equipment.

USE AND CARE OF CLEANING AND DISPOSAL EQUIPMENT

Disposer

TS11:20 Explain the difference between trash and garbage. Show the class the containers in your classroom and in the food service laboratory that are used to hold trash and the containers used for garbage. What is the difference between trash and garbage? What does the garbage can in your laboratory look like? What does the trash can in the food service laboratory look like? Do the cans have lids? Why?

TS11:21 Duplicate Teaching Aid 74, Trash or Garbage Cans, and have students write either trash or garbage on each can in the laboratory or cafeteria. Discuss the students selections in class and clarify any misconceptions.

TS11:22 Explain the garbage disposer and tell about its safe use and parts. Demonstrate the proper use of the commercial disposer and rinse sinks. KEY QUESTIONS: What two factors are absolutely necessary for proper operation of the disposal? Why should the disposer be filled before starting the motor? Who is responsible for keeping the counter section clean? What waste items must not be put down the disposer? How long should the disposer run after the grinding action is complete? Why?

TS11:23 Use Teaching Aid 75, Steps for Operating the Garbage Disposer, and make a set of flashcards for the steps in using the garbage disposer. Shuffle the cards. Have students arrange the pictures in the correct order.

TS11:24 Using pictures of the steps for operating the garbage disposer (TS11:23) explain for your class the way to use the garbage disposer shown in the picture. KEY QUESTIONS: Which should be turned off first, the garbage disposer or the water? Why should the water be allowed to run for about a minute after the disposer is turned off?

TS11:25 Explain safety measures related to the garbage disposer. Have students prepare a chart listing safety rules or prepare comic posters to be displayed by the disposer each week. KEY QUESTIONS: Why is it important to keep your hands away from the garbage disposer? Should you push food into the disposer when it is running? Should you put bones in the garbage disposer?

TS11:26 Have students role play or tell what they would do in the following situations: money falls into the disposer; water is leaking from the seal; the disposer is jammed; the disposer is making a grinding noise; or the water in the sink begins to back up.

Pot and Pan Sink

TS11:27 Have students view the pot and pan sink in the lab or a food service establishment. Explain pot and pan washing procedures. KEY QUESTIONS: Where are each of the following procedures done: soaking, washing, rinsing, sanitizing if there are two sinks? Three sinks? How can the fill line be marked? What is the purpose of the booster heater?

Commercial Dishwasher

TS11:28 Have students view pictures or transparencies of the various commercial dishwashers. Note whether baskets or racks are used with each. Identify the type dishwashing machine available in the food service lab. KEY QUESTIONS: What is the difference between single- and multiple-tank machines? What are the most common types of single-tank? What is a flight-type machine?

TS11:29 Show and explain the two types of racks found in dish machines. Have students view Teaching Aid 76, Dish Machine Racks. KEY QUESTIONS: What types of items go on pegged racks? What type of items go on flat racks?

TS11:30 Demonstrate how to load the dish racks. Hold up various items, and have students decide which rack it would be placed on. KEY QUESTIONS: Does the item need to be laid flat in order to be thoroughly cleaned? Does the item need to be placed securely on or between pegs?

TS11:31 Have students watch a demonstration of the commercial dishwasher as a cafeteria worker loads and operates it. Identify the major parts of the dishwashing machine and note how they operate. KEY QUESTIONS: How does the dishwasher sanitize dishes? What type of detergent is used in the machine? Why are drying agents used? What things about the use of hot water are important to remember? What dishes do you prerinse? Why should you mix knives, forks, and spoons? What are the scrap trays used for? What temperatures are critical?

TS11:32 Have students work with a partner to rack dishes, add measured amount of detergent, and adjust controls. Load and start the machine. After machine's cycle is complete remove the dish rack, inspect the dishes for complete food removal, load dishes onto cart or tray and return them to their proper place of storage. Explain safety tips related to the dishwashing machine. KEY QUESTIONS: Why can a machine that uses hot water be dangerous? Why can an electric dishwashing machine be dangerous? Why can detergent be dangerous? Why should dishes and glassware be handled carefully at all times? Why is the power switch turned off before the machine is cleaned? Why is it important to clean the floor immediately when something is spilled?

TS11:33 Have students form a line at the sink. Place a spot of detergent in the first person's hand, let it remain until it feels warm to the person's hand, then have the person wash the area thoroughly. Continue throughout the line. Make sure students do not try to taste the detergent. Explain that detergent could seriously burn the eyes. Explain what to do if detergent accidently gets in the eye. KEY QUESTIONS: Why does the detergent feel hot on the skin? What should be done if detergent gets in the eye? What should be done if detergent gets on the skin?

TS11:34 Have students watch as an experienced operator demonstrates cleaning the dishwashing machine. KEY QUESTIONS: Why do you turn off the power switch? What parts do you take out and clean? How often do you clean the dishwashing machine? What types of cleaning should be done after each meal? What types of cleaning should be done weekly? Why is it important to turn the heater off before cleaning? Are the curtains cleaned while hanging or are they removed from the machine? Must the arms be removed for cleaning? What is the best tool for removing particles from the openings on the arms? What method is used for cleaning the scrap trays? How can the inside of the dishwasher be reached for cleaning? Why are the drain cap and overflow vent the last items to be cleaned?

TS11:35 Have students prepare step-by-step instructions for cleaning the dishwashing machine used at the student's place of employment or in the laboratory. Hang the instructions near the dishwashing machine, if possible, for future reference.

TS11:36 Have students compare the type of dishwashing machine used at their training station with the types used by other health care and food service employees.

TS11:37 Analyze the procedure used to wash dishes at the students' training station or the school laboratory. What can be done to improve the organization of this task? Develop a list on the board telling ways it can be improved.

WORK STATIONS

TS11:38 Divide class into groups. Have each group select a work station to report on in class. Explain where it would be located and what is done there. Discuss as a class. KEY QUESTIONS: How is the number of work stations in a restaurant determined? What direction is the work flow? How is the placement of equipment planned?

12 Food and Supplies

COMPETENCIES TO DEVELOP

- Receive and inspect food and supplies.
- Complete receiving records.
- Prepare food and supplies for storage, and then store.
- Maintain storage facilities at optimum conditions for food preservation.
- Issue and rotate food and supplies.

OBJECTIVES TO ACHIEVE

- Identify the forms and qualities of food available.
- Describe the purposes and uses of food specifications.
- Identify the types of supplies used in food service.
- Demonstrate procedures for receiving and inspecting food and supplies.
- Demonstrate storing food and supplies.
- Identify requisitioning procedures.
- Identify inventory procedures.

ASSIGNMENT

- Read Chapter 12 in *Food Production, Management, and Services.*

FORMS AND QUALITY OF FOODS

TS12:1* Take students on a field trip to a wholesale food forms and quality company or invite a representative of the company to discuss food purchasing, forms of food, and quality with the class. NOTE: If a wholesale food company is not available, visit a retail grocer. KEY QUESTIONS: What is processing? What forms do various foods come in? What are specifications? What convenience foods are used in food service? Who determines the wholesomeness of food?

TS12:2 Use Teaching Aid 77, USDA Grade Labels, to start a discussion on food grading. Have students find information on stamps used to indicate grade and qualities that must be met for foods other than poultry and eggs.

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* TS12:1 indicates Teaching Strategy, Chapter 12, Number 1.

TS12:3 Bring cans without labels to class and ask students to tell what is in the cans. Explain the importance of labels and develop a list of what information is included on a label. KEY QUESTIONS: What is a government standard food? When is the word imitation used? Is nutrition labeling required on all foods?

TS12:4 Have students identify the parts of a label. Use Teaching Aid 78, Food Labels, or actual labels for examples. Have students practice finding specific information (such as the weight) on several labels.

FOOD SPECIFICATIONS

TS12:5 Invite a food service manager to discuss with the class the correct way to order food and supplies. Ask that the importance of written specifications, standards of products, and supplies needed, be included in the presentation. Encourage students to develop a list of questions prior to the presentation.

TYPES OF SUPPLIES

TS12:6 Visit a food service establishment. Have each student look around the establishment and make a list of supplies they feel will need to be periodically ordered. Compare the students' lists with the supply order list of the establishment. KEY QUESTIONS: How did the list compare? Were only disposable items listed? What specifications are needed?

RECEIVING FOOD AND SUPPLIES

TS12:7 Have students role play receiving an order. Sample receiving situations may include order is received short, receiving clerk does not weigh order, correct method of receiving, blind method of receiving, food received is of poor quality, checking the order, and using sample receiving records and forms.

TS12:8 Demonstrate and discuss how to check the quality of goods received. Include fresh fruits and vegetables, perishable foods, frozen items, and canned foods.

TS12:9 Divide class into groups. Each group may select a type of food and develop a poster of guidelines for receiving, inspecting, and storing the food. Include meat, poultry, seafood, eggs, dairy products, fruits and vegetables, frozen, dried, and canned foods.

TS12:10 Using the example in *Food Production, Management and Services* (p. 138, ***Receiving sheets***), make up a receiving report form. Laminate the form so that students can practice filling it out. NOTE: Provide a grease pencil for students to write with on the laminated form. The writing can then be wiped off and another student may practice on the same form. This can be done with all types of order or receiving forms.

TS12:11 Ask students' training sponsors for sample forms used in receiving and issuing supplies at their business. Have students study these forms and practice filling them out correctly. Compare the forms used at different training stations to those shown in the unit.

TS12:12 As a class discuss and compare the methods, records, and forms used to receive and issue supplies in various food service operations. KEY QUESTIONS: Why are receiving records necessary? Who is responsible for completing these records?

STORAGE OF FOOD AND SUPPLIES

TS12:13 On the board or overhead show how perishable and supply merchandise should be marked as it is received. KEY QUESTIONS: What information is needed? Why is marking done? How is first-in, first-out related to marking?

TS12:14 Demonstrate how to wrap foods to keep them clean. KEY QUESTIONS: What type of material is needed? What special considerations should be taken when using carts for transporting food?

TS12:15 Divide the class into three groups. Have each group select one of the major storage areas (refrigerator, freezer, and dry foods), and develop a presentation explaining reasons for location of the storage area, temperatures needed, cleaning, maintenance, safety and sanitation.

TS12:16 Take students to a food service establishment. Have students observe the three types of storage areas and note foods that are stored in each area. KEY QUESTIONS: Where are non-food items stored? Where are spices and seasonings stored? Is the storage area near the area where preparation will occur? Who is responsible for cleaning the storage areas? How frequently is each area cleaned?

TS12:17 Have students use a thermometer to check the temperature of a commercial refrigerator and a freezer. Using *Food Production, Management, and Services* (pp. 140-141) have students create a bulletin board with tips for safe and efficient refrigerator and freezer storage.

TS12:18 Discuss cleaning procedures for storage areas. Divide class into groups and have each group clean a storage area according to what was discussed.

TS12:19 Have students describe the storage procedures used in the lab. KEY QUESTION: After studying the unit, how might procedures be improved to maintain the quality of products or make it easier to fill requisitions for supplies?

REQUISITIONING

TS12:20 Give students sample requisition forms and have them pull orders. NOTE: Some of the forms might have unclear items listed to stress the importance of specifications.

SUPPLY INVENTORY

TS12:21 Have students outline the procedure used at their "supplies" training station for inventory of supplies on hand and explain the proceudre to the class.

TS12:22 Discuss the difference between physical and perpetual inventories. Have students develop a chart explaining the procedures for inventorying.

13 Food Preparation Techniques

COMPETENCIES TO DEVELOP

- Adjust standard recipes to serve more or fewer persons than indicated.
- Read and follow recipe instructions.
- Use food preparation and service terms correctly.
- Assemble and prepare ingredients (or suitable substitutes) and equipment.
- Measure and weigh foods according to specifications in standard recipes.
- Use a variety of cooking techniques.
- Identify, use, and store spices, herbs, and extracts properly.
- Utilize convenience foods in food preparation.
- Use correct time and temperatures for energy-efficient food preparation.
- Set up and maintain individual work area utilizing time- and energy-saving techniques.

OBJECTIVES TO ACHIEVE

- Identify the components of a standard recipe.
- Recognize abbreviations used in standard recipes.
- Describe standard substitutions for ingredients.
- Identify equivalents commonly used in food preparation.
- Cite common can sizes and their approximate yields.
- Define food service terminology.
- Adjust recipes to increase or decrease the yield.
- Develop speed and accuracy in recipe use.
- Identify the five categories of cooking used in food preparation.
- Demonstrate proper use of seasonings.
- Use sanitary procedures for tasting food.
- Use convenience foods when appropriate.
- Demonstrate work simplification techniques.
- Use proper procedures for portioning foods.
- Use proper procedures for plating food.
- Garnish food appropriately.

ASSIGNMENT

- Read Chapter 13 of *Food Production, Management, and Services.*

STANDARD RECIPES

TS13:1* Have each student write their definition of recipe. Ask if their definition is similar to the following: "A recipe is a formula for making a dish in cookery, a means prescribed for producing the desired result." KEY QUESTIONS: What is meant by the term "standardized recipe"? Why are standardized recipes used in food service? What are ingredients? What information is included in a standardized recipe?

TS13:2 Have the students look at Teaching Aid 79, Recipe Components. Show students how to locate the following information on the recipe:

- Name of dish to be made
- Yield (number of servings) the recipe will make
- Ingredients
- Amounts of ingredients
- Cooking method and temperature
- Cooking time
- Method of preparation, and
- Type and size of utensils and/or tools.

NOTE: If you have students who have difficulty reading, you might begin the study of recipe components by using an illustrated recipe.

TS13:3 Have the class discuss how the information included in a recipe is used by the food service employee. KEY QUESTIONS: What is meant by yield? Why are directions for combining ingredients given? How could knowing which size of utensil or container to use save time? Which part (component) of a recipe tells you how to prepare the food?

TS13:4 Prepare Teaching Aid 80, How to Use a Recipe. Have students study the Teaching Aid and then role play a cook preparing the recipe. Have them follow all the steps for using the recipe correctly: (1) Read the recipe, (2) Look up definitions of terms you do not know, (3) Pretend to get out food, (4) Get out equipment, (5) Go through the motions of measuring ingredients and following directions. Observe carefully and suggest ways for students to improve.

Abbreviations

TS13:5 Develop flashcards with cooking measurement terms and abbreviations. Have the students describe the measurement procedure or the meaning of the abbreviated terms, as you show them the cards.

TS13:6 Have students look at three selected recipes and underline the abbreviations. Then have them write out the terms the underlined abbreviations represent. Review and correct their responses in class.

TS13:7 Have the class take part in an "Abbreviation Relay." Divide the class into two teams, and line up in two rows in front of the blackboard. Two identical lists of abbreviations of measurement terms are written on the board. When "go" is called, the team members attempt to write out one abbreviation in full. When that team member finishes the word he or she moves to the back of the line. Members must answer, even incorrectly, every time they go to board. As the game progresses, team members may attempt a new abbreviation or correct what a teammate has done. When a team feels it has completed the list correctly, the members can call time. In scoring, a +1 is given for each correct answer, and -1 is deducted for each incorrect answer. In the second round the measurement terms are written in a word list and the team members attempt to write the correct abbreviations for the measuring terms.

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* TS13:1 indicates Teaching Strategy, Chapter 13, Number 1.

TS13:8 Have students study a list of common measurements and abbreviations used in food preparation. Divide the class into two teams to play "Jeopardy." Place a small bell on a desk. The leaders call out answers about the measurements and abbreviations. The first, second, etc., person in line must run up, ring the bell, and give the answer in the form of a question. Example: Leader says, "May be written as T., tb., or tbsp." Student would say, "What is the abbreviation for tablespoon?" Student may confer with team members before ringing the bell, but the student must answer immediately after ringing the bell. Leader should repeat questions for reinforcement.

Substitutions

TS13:9 Display a chart of standard substitutions for ingredients. Explain its use to students. Divide the class into groups and have the groups prepare a simple dish using a substitute ingredient.

TS13:10 Review assigned reading and discuss standard substitutions. Conduct a question and answer session on substitutions. The class could be divided into teams for competition, if desired. The team with the greatest number of correct answers win the distinction of "Substitute Specialists."

Equivalents

TS13:11 Use Teaching Aid 81, Table of Measurements, to develop a flannel board demonstration on equivalent measurements. KEY QUESTIONS: Why is knowing equivalents important in commercial food preparation, or in increasing or decreasing recipes?

TS13:12 Make flash cards of measurements and their equivalents. Have students match up flash cards of measurements and their equivalents.

Can Sizes

TS13:13 Display empty cans ranging from 6 oz. to No. 10 in size. Have students fill each can with water and measure how many cups each can holds. (For example: No. 2 sized cans (18-20 oz.) yield 2½ cups.) Have students decide what size the can is by the amount it holds, label it with masking tape, and mark on the label the can size and capacity. Check the students work for accuracy. Discuss any incorrect labeling, or have students repeat the measurement process and relabel.

Terminology

TS13:14 Divide class into two teams to play "Cooking Charades." Place cooking terms on individual sheets of paper in a container. Each team takes turns acting out a cooking term which is drawn from the container. The team identifying the most terms is the winner.

TS13:15 Have students review food service terms by playing Chef Rummy (Teaching Aid 82, Chef Rummy) or Food Bingo. For Food Bingo, play bingo using cards with cooking terms instead of numbers. Have students match pictures shown by the teacher to the word on their card. Use beans or small pieces of paper to cover the word on your card so that the answers can be checked.

TS13:16 Have students select from a box, one cooking term to illustrate for the class. Use proper equipment and explain the term. NOTE: Place only a *few* cooking terms in the box and display the utensils needed for each technique.

TS13:17 Play "Name That Term." Call out definitions of cooking terms and have students write down the terms defined. Students receive one point for each correct answer. NOTE: If students have difficulty spelling terms, alphabetized lists of the terms can be provided.

TS13:18 Have students refer to a recipe with underlined cooking terms. Call on students to explain the terms to the class and describe the equipment needed and/or the cooking surface to be used.

Adjusting Yield

TS13:19 Describe procedures for increasing or decreasing the yield of recipes. KEY QUESTIONS: Why can't recipe ingredients simply be multiplied or divided as needed? Why should ingredients be converted to the next smaller unit of measure? Is it necessary to increase or decrease every ingredient by the same proportion? Why?

TS13:20 Have students study recipes showing amounts of ingredients for several different yields. KEY QUESTION: Were all the ingredients multiplied by the same number to increase or decrease them to the next yield? NOTE: Checking these figures on actual recipes will allow the students to practice the math skills necessary for adjusting yield in any recipe.

TS13:21 Have students practice increasing and decreasing the yield of recipes. Example: Increase a recipe for 100 portions so it will yield 235 portions. Decrease the same recipe for a yield of 80 portions.

RECIPE USE

TS13:22 Have students prepare a demonstration on how the use of equivalents in measuring ingredients can save time and energy. Use a stop watch to time a student measuring four, one cup measures of water; then, time him or her measuring a one quart measure of water. Have the class note the water level as you pour the four cup measures of water and the one quart measure of water into clear glass containers of the same size. KEY QUESTIONS: What does the same water level in each container indicate? How much time was used to measure the quart of water? How much time was used to measure the four cups of water? Which method of measuring would save time?

TS13:23 Have students describe ways to develop speed and accuracy in recipe use. Write guidelines on the board and discuss how each save time.

TS13:24 Using guidelines from assigned reading, have students develop speed and accuracy in recipe use. NOTE: These guidelines could be reviewed as a charades game.

Cooking Methods

TS13:25 Explain or show a film on the five categories of cooking used in food preparation. Divide the class into five groups and assist each group in preparing a demonstration of one of the methods. Have the group present their demonstration to the class.

TS13:26 Develop a bulletin board with headings consisting of the five cooking methods (dry heat, moist heat, fat, combination, and extraction). Have students locate recipes using these methods and post them under the appropriate category heading.

Seasonings

TS13:27 Have students view a flip chart with the names of popular spices, herbs, and extracts. Ask the students to say the name of the seasoning as you point it out on the chart and identify whether it is a spice, an herb, or an extract.

TS13:28 Have students visit a supermarket, or view a display, to locate the spices, herbs, and extracts that are available. Students should be able to name at least four seasonings they have seen and describe how they are used.

TS13:29 Have students participate in a "Sense Lab." Look at different labeled spices, herbs, and extracts. Examine the containers each one is sold in. Note the different sizes and shapes of the containers. Examine the color of each spice, herb, and extract, and the shape and size of each spice or herb. Smell each different spice, herb, and extract. KEY QUESTIONS: Does it have a smell at all? Can you identify it just by smell? Pour a small amount of each seasoning in a bowl and feel it. Is it hard or soft? Is it crunchy? Is it round or long? Is it powdery or made of liquid? For the last part of "Sense Lab" taste all the spices, herbs, and extracts. Do they taste as you expected after seeing, and smelling them? Do you like how they taste? Do they taste sour, sweet, or bitter? Compare your answers with those of other class members and your teacher.

TS13:30 Have students prepare a bulletin board on "SEASONINGS." Ask them to write the words spices, herbs, and extracts up as headings. Then place samples of the different seasonings, in clear plastic sandwich bags, on the bulletin board under the right category. For review or evaluation, have students name as many of the spices, herbs, and extracts as they can. KEY QUESTION: What are the most common seasonings?

TS13:31 Play "Round Robin" to learn different kinds of spices, herbs, and extracts. All students will form a circle in the classroom. Name a spice, herb, or extract. The person to the teacher's right must repeat the seasoning the teacher said and add another seasoning. The next person to the left then repeats all the seasonings named before and adds another. This is done around the entire circle. If a person cannot think of a spice, herb, or extract, help them out by telling them one. See how many seasonings can be listed.

TS13:32 Demonstrate the proper cooking techniques for using spices, herbs, and extracts in flavoring foods. KEY QUESTIONS: How did the teacher use the seasoning? Why is it important not to put too much seasoning in food? Why shouldn't all spices be added at once? Why would you rub a bowl with a clove of garlic? Why should you add spices to stews or chili the last 30 minutes to one hour of cooking? Why don't you season all dishes? Why should whole pods or leaves be placed in cheese cloth or a metal perforated ball when used for seasoning food? Why should you crush herbs, like thyme, bayleaf, oregano, and rosemary with your hand before adding them to food? Why should you follow directions in using spices, herbs, and extracts? Is it wise to measure spices or extracts over the container of food you plan to add them to? Why or why not?

TS13:33 Have students tour the ingredient room and note the storage of spices, herbs, and extracts. Watch a demonstration on the care and storage of spices, herbs, and extracts. KEY QUESTIONS: Why should the aromatic oils in spices be protected from oxidation in the air? How should spices be stored once they are opened?

TS13:34 Have students prepare recipes which use spices, herbs, or extracts. After everyone in the class has prepared their recipe, taste all the different foods and decide if the dishes were seasoned correctly. KEY QUESTIONS: Which flavor is the strongest? Which seasoning is the most subtle?

Tasting

TS13:35 Demonstrate the correct procedure for tasting food. KEY QUESTIONS: Why were two spoons used? How was food transferred to the second spoon? Was the second spoon ever placed in the food?

TS13:36 Have students make a bulletin board to illustrate the correct procedure for tasting food.

Convenience Foods

TS13:37 Have students list the convenience foods used at their training station and describe the various ways in which they are used.

TS13:38 Share the lists made in the above assignment (TS13:37) with other food service employees. Compare the use of convenience foods in each of the health care or food service establishments in which you are employed.

TS13:39 Present an illustrated lecture on the meaning of convenience foods. Prepare a display of convenience foods. Explain why each item is considered a convenience food. Have students write a definition of convenience food in their own words and hand this in for evaluation. KEY QUESTION: What is the difference in convenience food and food prepared by a conventional method?

TS13:40 Demonstrate the different procedures for preparing convenience foods. KEY QUESTIONS: What is meant by concentrated foods? Freeze dried foods? Dehydrated foods? Frozen foods? Mixes? Name one food which has been produced by each of the processes. What is the difference in prepackaged foods and preportioned foods?

TS13:41 Have students draw an assignment card and prepare the food item on the card. Keep a record of preparation time. Note: Have half of the students prepare convenience food items and the other half prepare the same food item using the traditional method. Assignments might include cakes, frostings, pie crust, and pie filling using dried or canned sliced apples. Discuss the difference in time used in preparation of the food items. KEY QUESTIONS: Which method saves the most time? Why is it important to follow the directions in preparing the food?

WORK SIMPLIFICATION

TS13:42 Have students listen to a panel of food-service workers describe ways to save time and energy in food production. Make a list of the panel's suggestions. KEY QUESTIONS: Why is efficient use of time and energy important to the employer? What may result if an employee cannot produce the minimum volume of work? Why is a time schedule used? What is a production schedule? How do food service workers make sure everything is ready at the correct time?

TS13:43 Have students look at pictures showing different ways to save time and energy. Examples are included on Teaching Aid 83, Saving Time and Energy. View each example and discuss the following:

- How is the person saving or wasting energy?
- How could this picture help you when you work at home or in a business?
- How is the person standing?

TS13:44 Use the "string" method to measure the steps taken in food production. Proceed through the steps of preparing a food product while carrying a ball of string with you. Wrap the string around something at every stop point (refrigerator door handle, pantry door knob, work area drawer knob, etc.) When finished, measure the string. KEY QUESTIONS: Which class member has the shortest string? What does having the shortest string mean? Could steps be saved by thinking of an "imaginary string" during food production? NOTE: This teaching strategy may be set up as a contest between students, or you may prefer to let students compete with themselves by trying to use less and less string to perform the same food production technique.

TS13:45 Use Teaching Aid 84, Normal and Maximum Work Areas. KEY QUESTIONS: Why should tools and supplies be placed within these areas? How would this save time and/or energy?

TS13:46 Have students develop posters showing ways to save time and energy. Suggest that they include ideas such as arranging work within the proper working area, prepositioning tools and supplies so they are ready to grasp in the appropriate order, minimizing body movements, using both hands whenever possible, disposing of finished work by dropping it to its destination, varying position to prevent fatigue, using proper illumination for work, and minimizing holding of work by either hand.

TS13:47 Brainstorm to list labor-saving equipment and the tasks each piece of equipment performs. KEY QUESTION: What accessories for equipment are available to perform additional tasks?

TS13:48 Have students work in small groups, or pairs, and choose one task that they perform daily at their training or work station. Analyze the way each group or pair performs this task. Study the methods used by each member of the group. Then, using work simplification tasks, suggest ways to save time and energy while performing the task.

FOOD PORTIONING

TS13:49 Explain what food portioning means. NOTE: Use a candy bar that is premarked or predivided into sections and a regular candy bar. Divide the regular candy bar first, then divide the premarked or predivided candy bar. Have students Look at the two candy bars KEY QUESTIONS: Which candy bar was easiest to divide? Which one was divided into more even parts? What is standard portioning? What is portion control?

TS13:50 Have students view Teaching Aid 85, Can You Decide Which is Portioned Correctly? The visual depicts a specific food portioned equally on one side and unequally on the other side. As a group identify the equal portions. Explain why they are equal or unequal. NOTE: The pictures should be enlarged if used on poster board or could be used as a transparency, so all students can see them clearly.

TS13:51 Cut a purchased cake into enough different sized pieces to serve each student in the class. Place a toothpick with a number (a sequential number for each student in the class) attached in each piece of cake. Have students draw a number that will match from a box or hat. Serve each student the portion of cake that matches the number drawn. While eating the cake, ask students to consider the portion size. Compare portion sizes. KEY QUESTIONS: What would happen if a restaurant served both large and small servings of cake for the same price? Would customers receiving the small serving be unhappy? Discuss the importance of correct portioning.

TS13:52 Set up a display of tools used in portioning various foods or use Teaching Aid 86, Portioning Tools. Explain the uses of each tool to the students. For a pop quiz evaluation, rearrange the order of the pictured tools on the Teaching Aid and have students fill in the blanks with the name of each item and one of its uses.

TS13:53 Prepare a chart on portioning tools by dividing a large sheet of butcher paper or poster board into two columns. In the first column glue or tape pictures of foods that require portioning. In the second column place pictures of the correct portioning tool opposite the food to be portioned. Students may be able to prepare this for display in the laboratory. The chart will provide a quick review source when students need to portion foods.

TS13:54 Have students list and explain food portioning techniques which are used at their training stations. Share the food portioning techniques used at their training station with class members. Discuss the advantage of each food portioning technique.

PLATING FOOD

TA13:55 Take students on a tour of the school cafeteria to observe methods for dividing food into individual servings and arranging it on plates. After returning to the classroom, discuss the way the food was arranged on the plate. KEY QUESTIONS: Why is food arranged in a certain order on the plate? Who decides which food goes in which position or dish? What is the decision based on? Is color a factor? Is temperature a factor?

TS13:56 Demonstrate the importance of using the correct size of portioning equipment when serving food. Place four small bowls on the counter. Ask a student to use a 4-oz. ladle to fill the bowls. Provide 12-13 ounces of applesauce to be served. Point out the following: The correct size serving tool must be used to ensure that the planned number of servings are met. If portions are too large, the number of servings will be less than planned. And if the portions are too small, food will be leftover and possibly wasted. KEY QUESTIONS: How could the applesauce be divided into four servings? Would a different size serving dish be needed?

TS13:57 Discuss the amount of mixed fruit needed to serve 10 people. Have students count out the correct number of dishes needed for serving the group. Ask students to determine the correct size portioning tool and fill the dishes. KEY QUESTION: Why is it necessary to know the number of people to be served?

TS13:58 Have students serve a buffet meal to the FHA Chapter or another group at one of their meetings. Portion food giving each person an equal amount and place the food on the dishes correctly.

GARNISHING

TS13:59 Display pictures of ungarnished food and garnished food. Discuss the eye appeal of each picture. Have students suggest garnishes that would be appropriate to increase the eye appeal of the ungarnished foods. KEY QUESTIONS: What is the main purpose of garnishes? Are there additional purposes? If so, what? What basic techniques should be followed in choosing the garnish and in decorating food with a garnish? Is it necessary to garnish all foods. If not, on which foods would garnishes be unnecessary?

TS13:60 View a film or filmstrip on types of garnishes. KEY QUESTIONS: How are the garnishes shaped? How large are the garnishes? Do you think the garnishes make a meal look good to eat? Why?

TS13:61 Demonstrate different ways to use a food for garnishing other foods. Example: an orange can be sliced into thin rings and twisted, sliced in half, sliced in fourths, and sliced and spread apart. NOTE: Emphasize cleanliness when decorating foods, refrigeration of some foods right up until time for decorating and immediate refrigeration afterwards, and the need for speed when garnishing foods.

TS13:62 Have students view Teaching Aid 87, Fruit and Vegetable Garnishes (this Teaching Aid will be used again in Chapter 22, TS22:18), and work in groups to prepare a demonstration for the class on how to prepare and arrange simple food garnishes. Limit the demonstrations to five to ten minutes each.

TS13:63 Ask students to choose a card from the "Garnish Box." Each card should name a garnish such as twisted orange slices, radish roses, carrot curls, sliced olives, etc. Provide supplies and equipment and have each student prepare the garnish named on the card they drew. Garnishes may be stored until the next lab in the refrigerator or in iced water.

14

Beverages

COMPETENCY TO DEVELOP

- Prepare a variety of non-alcoholic beverages.

OBJECTIVES TO ACHIEVE

- Identify types and forms of beverages.
- Prepare various beverages.
- Recognize quality standards for specific beverages.
- Demonstrate serving and garnishing various beverages.
- Demonstrate procedures for holding and storing beverages.

ASSIGNMENT

- Read Chapter 14 of *Food Production, Management, and Services.*

BEVERAGES

TS14:1* Discuss the beverage station and the basic guidelines for preparing quality beverages. KEY QUESTIONS: Where are beverage stations located? When are beverages served? What guidelines should be followed?

TS14:2 Brainstorm answers to the question, "What are beverages?" List on the board the examples mentioned. Take a vote of the entire class on what each feels is the most popular beverage in the United States. Find a volunteer to check food service books to determine which is more popular.

TS14:3 Have students view menus from several different types of food service establishments and notice the types of beverages offered. Develop a chart showing what types are served at different restaurants and compare prices.

NOTE: The following teaching strategies can be used for any beverage. These experiences may be repeated for each beverage. Allow the students to master one beverage before moving on to the next. Try to introduce a new beverage after each two or more labs.

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* TS14:1 indicates Teaching Strategy, Chapter 14, Number 1.

ICED WATER

TS14:4 Discuss the service of water at food service establishment. KEY QUESTIONS: When is iced water served? What is the correct method for putting ice in the glass? How should glasses be refilled? What types of garnish may be used in glasses of iced water? Why would iced water be garnished?

COFFEE

TS14:5 Discuss and show examples of different types of coffee that are available. Include coffee beans, ground coffee, and instant coffee. Demonstrate coffee preparation in the coffee maker located in the lab. Review the eight directions for making good coffee from *Food Production, Management, and Services* (pp. 167-68), during the demonstration. KEY QUESTIONS: What type of water makes good coffee? Which grind of coffee should be used in the laboratory coffee maker? How long can coffee be held for good flavor? How often should coffee cups be refilled?

TS14:6 Have students listen to a taped survey of teachers asked to indicate the qualities (aroma, flavor, temperature) expected in a good cup of coffee. Repeat these procedures for tea. NOTE: A teacher's opinions could be taped in the teacher's workroom or in the halls during passing periods.

TS14:7 Ask students to find the characteristics of good coffee in books or pamphlets. Make a combined list from the teacher survey and information found in books and pamphlets. Use this as a checklist for coffee made in the lab. Lists for tea and cocoa could be prepared using the above methods.

TEA

TS14:8 Demonstrate making tea using an urn. KEY QUESTIONS: How is bulk tea used? What type container is preferred for making tea? Is the hot concentrate poured into cold water, or is cold water poured into the hot concentrate? Should tea be stored in the refrigerator before serving?

TS14:9 Discuss the advantages of instant tea. Ask a student to demonstrate making instant tea. KEY QUESTIONS: Does the type of water used for instant tea influence the flavor and appearance of the tea? Which type of tea requires less ice?

DAIRY BEVERAGES

TS14:10 Discuss fresh milk. Have students look at a display of different types of milk such as whole, skim, chocolate, and buttermilk. KEY QUESTIONS: How should milk be served? How should fresh milk be stored? Why and how is milk pasteurized? Is it safe to use milk that has not been pasteurized? Why and how is milk homogenized?

TS14:11 Demonstrate cocoa and hot chocolate preparation. KEY QUESTIONS: How hot should the milk be when added to the chocolate mixture? Why is it important to stir the mixture?

TS14:12 Demonstrate making a milk shake. KEY QUESTIONS: How much flavoring was used? How long did it take to mix the milk shake? Were lumps still in the milk shake after it was mixed?

FRUIT AND VEGETABLE BEVERAGES

TS14:13 Review instructions for making quantity cocoa, tea, coffee, and fruit drinks. List on the board any terms that are unfamiliar. Find definitions for the unfamiliar terms and write them on the board beside the terms.

TS14:14 Discuss the difference between a nonalcoholic appetizer, cocktail, and punch. Discuss serving techniques for nonalcoholic appetizers. Have students prepare a punch for a special occasion and let students practice serving the punch.

CARBONATED BEVERAGES

TS14:15 Have students observe the use of the automatic beverage dispenser. KEY QUESTIONS: What sizes of cups are used? How much ice is used? How is foaming reduced?

TS14:16 Conduct an experiment in class by having students prepare sample sized servings of carbonated beverages over ice. Let the servings stand for 30-40 minutes. Have students taste the beverage samples. For comparison, provide a sample from a bottle or can that has been opened for one day and allowed to "get flat". KEY QUESTIONS: Did the ice melt and dilute the beverage? Did the carbonation dissipate? When should servings of carbonated beverages be prepared for maximum flavor? Discuss the holding time and proper storage techniques for other types of beverages including coffee, tea, milk, juice, etc.

TS14:17 Demonstrate convenience beverage products by preparing a beverage using the convenience product and the same beverage using the traditional method. Have students taste the products and compare flavor, color, aroma, and/or texture. Ask students to figure and compare the cost per serving of the traditional and convenience products.

TS14:18 Have students choose a partner, draw an assignment slip, and prepare the assigned beverage. NOTE: The assignments can include coffee, tea, cocoa, iced water, milk, milk shakes, fruit and vegetable drinks, and carbonated beverages. Students should be able to demonstrate knowledge of preparation, accepted standards, garnishing, and serving techniques.

TS14:19 Invite teachers to a "coffee house." Serve coffee with chocolate ice cream, garnished with nutmeg, and with whipped cream and chocolate slivers, or have a "tea time" for teachers. Serve tea with various garnishes and an assortment of cookies or tea sandwiches, or serve another vocational class hot chocolate using a variety of garnishes: whipped cream, ice cream, or marshmallow products.

15 Cold Sandwiches

COMPETENCY TO DEVELOP

- Prepare hot and cold sandwiches.

OBJECTIVES TO ACHIEVE

- Identify types of cold sandwiches.
- Identify ingredients for cold sandwiches.
- Prepare cold sandwiches.
- Garnish and serve cold sandwiches.
- Demonstrate holding and storing procedures for cold sandwiches.

ASSIGNMENT

- Read Chapter 15 of *Food Production, Management, and Services.*

TYPES OF SANDWICHES

TS15:1* Have students describe their favorite cold sandwich. Write the names on the board. KEY QUESTIONS: Which sandwich is the favorite of most of the class? How often do you eat this particular type of sandwich?

TS15:2 Have students read through a collection of menus, and list the types of cold sandwiches. Categorize the lists of cold sandwiches according to the following types: sliced, regular, open-faced, club, or speciality. KEY QUESTION: What are the characteristics of each type of sandwich?

TS15:3 Prepare examples of the four different types of sandwiches and have students identify each example as regular, open-faced, club, or specialty. Ask students to explain the reasons for their choices.

PARTS OF SANDWICHES

TS15:4 Have students play "Make a Sandwich" game. Students select a card with the name of a sandwich on it and list the ingredients that would be needed to make the sandwich they selected. The teacher checks the items chosen. KEY QUESTIONS: Were the right ingredients listed? Were there any ingredients listed that were not necessary?

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* TS15:1 indicates Teaching Strategy, Chapter 15, Number 1.

TS15:5 Show the class pictures of different types of breads and discuss the characteristics needed to make a good sandwich. Show examples of stale bread, very fresh bread (hard to spread), bread of different sizes, and bread that crumbs or tears easily. KEY QUESTIONS: What is the most common sandwich bread? What other varieties of breads are used in sandwiches? How thick should slices be? Why is cold bread easier to spread? What happens if the top slice of bread is a different size than the bottom slice? Will the amount of filling vary with different sizes and types of bread slices?

TS15:6 Discuss sandwich spreads. Include butter, mayonnaise, peanut butter, and mustard. KEY QUESTIONS: What is the most popular spread? Why is a spread used? Is a spread ever used alone?

TS15:7 Demonstrate how to make sandwich fillings. KEY QUESTIONS: What are some basic sandwich fillings? What ingredient holds the sandwich filling together? What is the difference between dry and moist fillings? Why should some fillings be refrigerated? NOTE: Include pimento cheese, chicken salad, ham salad, tuna salad, and egg salad.

SANDWICH PREPARATION

TS15:8 Have students view slides or films on sandwich preparation. Discuss the following. What are characteristics of a high-quality sandwich? What measure prevents soggy sandwiches? What happens when sandwiches are improperly wrapped? What sanitation rules are related to sandwich preparation? How is an equal amount of filling measured for each sandwich? What tools are needed in sandwich preparation? Why should plastic gloves be worn during sandwich preparation? What guidelines should be followed when distributing the filling on the bread? Why is it important to keep the work area neat?

TS15:9 Discuss the correct order of steps for sandwich making. Have students view Teaching Aid 88, Individual Work Set Up for Preparing Sandwiches. KEY QUESTIONS: Is there a special way to set up a work station for sandwich making? What is it? What is the order for placing ingredients on the bread? Why should care be be taken to place the same amount of ingredients on each sandwich? What procedure can be used in cutting sandwiches that saves time and energy?

TS15:10 Have students practice spreading sandwiches using one of the following fillings: peanut butter and jelly, egg salad, or pimento cheese. Package and sell sandwiches to class, teachers, or other students. Have each student spread at least three sandwiches. A student supervisor can check the sandwiches for amount of filling, proper spread of filling, and condition of bread (not torn or mashed). NOTE: Figure price on a cost recovery basis.

GARNISHING AND SERVING SANDWICHES

TS15:11 Have students watch a demonstration by a caterer on special assembling, cutting, and garnishing techniques for sandwiches. Examples might include: checkerboard, ribbon, open, pinwheel, and two-toned sandwiches; special cuts, and garnishes. KEY QUESTIONS: What garnishes were used? What is the purpose of garnishing sandwiches? What other foods might be served with sandwiches? When should toothpicks be used?

TS15:12 Set up a short-order sandwich restaurant for teachers. NOTE: Take orders several days in advance to determine amount of supplies needed. When teachers arrive, have the waiters and or waitresses retake the orders and relay to the cooks to simulate actual rush hour conditions. Have students garnish and serve the sandwiches in attractive ways. NOTE: Figure prices on a cost recovery basis.

HOLDING AND STORING COLD SANDWICHES

TS15:13 Discuss the correct procedures for holding and storing cold sandwiches. Have students prepare sandwiches to be sold at the snack bar or by school vending machine during lunch hour, if possible. Fill machine just prior to the lunch hour and empty immediately after. NOTE: If machine is refrigerated, a longer holding period is safe provided correct preparation techniques are used.

TS15:14 Demonstrate wrapping and storing sandwiches correctly. Point out ways to simplify and speed the preparation for storage. Have students practice wrapping and storing the leftover sandwiches from each of the labs.

16 Salads

COMPETENCY TO DEVELOP

- Prepare salads and salad dressings.

OBJECTIVES TO ACHIEVE

- Identify types of salads.
- Describe menu uses of salads.
- Identify basic parts of a salad.
- Prepare and store salad ingredients.
- Identify convenience salad products.
- Prepare salads.
- Garnish and serve salads.
- Describe procedures for holding and storing salads.

ASSIGNMENT

- Read Chapter 16 in *Food Production, Management, and Services*.

TYPES OF SALADS

TS16:1* Assemble pictures of different types of salads. Prepare cards naming the types of salads: combination, arranged, and molded. Place the cards on a counter or desk. Have students select a picture and place it in front of the correct card according to the type salad pictured. NOTE: This could be done as a contest between groups, as a pretest on salads, or as an individual learning activity. Correct answers could be written on the back of the pictures or pictures numbered and a list of answers prepared.

TS16:2 Demonstrate the preparation of each of the three basic salad types. Discuss the principles of preparation for each salad type with regard to quality of ingredients, eye appeal, color contrast, simplicity, neatness, and preparation techniques such as chopping, dicing, and slicing. Following the demonstration, have students list each salad type and suitable ingredients for each. Let students sample the demonstration salads. KEY QUESTIONS: Which type of salad is most frequently served?

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* TS16:1 indicates Teaching Strategy, Chapter 16, Number 1.

Which salad requires the most preparation time? Which is the most attractive?

MENU USES

TS16:3 Have students look at menus from a variety of restaurants. Find all the salads. Determine what menu categories they are in. (Examples: appetizer, entree, accompaniment and dessert.) KEY QUESTION: What are examples of salads in each category?

TS16:4 Discuss salad bars. KEY QUESTIONS: Why are salad bars popular? profitable? What types of ingredients and dressings are usually available in a salad bar? What special sanitation and upkeep problems are involved with a salad bar?

PARTS OF A SALAD

TS16:5 Discuss the three basic parts of salads: the base, the body, and the dressing. KEY QUESTIONS: What purpose does the base serve? Should the base of the salad be eaten? What kinds of ingredients can be used in the body of the salad? What is the difference in a temporary emulsion and a permanent emulsion type of salad dressing?

TS16:6 Have students compare a temporary emulsion salad dressing and a cooked dressing. Explain the basic differences in appearance as the dressings are examined. Let students sample each type. Store the dressings for later use in a salad lab.

Salad Dressings

TS16:7 Have students examine and sample different types of salad dressings in a labeled display. Discuss the types of dressings: mayonnaise, cooked, or French or oil based. Have students give examples of salads on which each type dressing may be used. NOTE: Label the dressings with large lettering so visually impaired students can see the names.

TS16:8 Have students identify salad dressing types by viewing a display of numbered dishes containing various salad dressings. Ask students to record each number on a paper and then list the type of dressing beside the number.

TS16:9 View a film or demonstrate the preparation of the three basic types of salad dressings. Have students note the importance of adding certain ingredients slowly.

TS16:10 Divide the class into four groups. Each group then explains one of the basic recipes pre-written on a flip chart for (mayonnaise, mayonnaise with cooked base, French, and cooked salad dressings).

PREPARING AND STORING SALAD INGREDIENTS

TS16:11 Provide a display of different salad ingredients (or pictures) including several types of greens, fruits, and vegetables in a market basket display. Ask each student to select one item from the basket to identify by name and indicate the preparation it would require before using it in a salad. Take turns until all items in the basket have been discussed.

TS16:12 Conduct a game to practice identifying salad ingredients by name. Divide the class into two teams. Each team will attempt to identify the salad ingredients and how they are used in salads. Each team will be given one point for each correct answer. One point will be subtracted for answering out of turn.

TS16:13 Have students play "Salad Scramble" to review terms used in salad preparation. See Teaching Aid 89, Salad Scramble, for directions.

TS16:14 Discuss the preparation of fruits and vegetables which turn dark after peeling or cutting. KEY QUESTIONS: What causes bananas, apples, pears, potatoes, and avocados to darken? What are ways to prevent this darkening and keep the ingredients looking fresh and appetizing?

TS16:15 Discuss forms of meats and seafoods used in salads. KEY QUESTIONS: Where do these meats come from? How are freeze dried products made? In what ways are meat and seafood products cut for serving in salads?

TS16:16 Demonstrate the proper ways. to clean, wash, and store vegetables. Point out the condition of greens that have been prepared and crisped prior to the demonstration. KEY QUESTIONS: How is ripeness of fruits and vegetables judged? How can vegetables be kept crisp? How should salads be stored to keep them fresh?

TS16:17 Have students practice cleaning and storing vegetables to be used later in making salads. KEY QUESTIONS: How can a person clean quantities of vegetables at one time? How can this be a time saver?

TS16:18 View a film or filmstrip on salad ingredients, dressings, and salad serving tips. Discuss the techniques shown in the filmstrip or film. Have students list ideas that can be incorporated into their work station or at their training station.

CONVENIENCE SALADS

TS16:19 Discuss the convenience salad products available on the market today. KEY QUESTIONS: How do these salad products save time? What type of convenience dressings are available? How does the use of convenience salad products affect quality and cost?

TS16:20 Provide students with the unit cost for all the ingredients in potato salad. Have the students compute the cost per serving for a recipe yielding 25 servings. Then have the students figure the cost per serving for canned potato salad? KEY QUESTIONS: Which potato salad costs the least per serving? If the salad is prepared in the traditional manner, is the cost of the ingredients the only cost involved? What other costs would need to be considered?

SALAD PRODUCTION

TS16:21 Divide the class into groups. Each group may be assigned one salad (appetizer, entree, accompaniment, dessert) to prepare for a salad luncheon. NOTE: Teachers, students, or parents could be served at a cost recovery price.

TS16:22 Have students select a fruit or vegetable salad which is unfamiliar to them and which appears on a restaurant menu. Have them find a recipe for that salad and prepare the salad to be served at a tasting party.

TS16:23 Demonstrate the preparation of a gelatin salad to be set in a mold. Explain the necessity of soaking plain gelatin in cold water, dissolving flavored gelatin in boiling water, length of time for congealing; proper time to add vegetables and fruits; and methods for unmolding.

TS16:24 Conduct a salad lab. Have each group prepare different types of salad. Garnish the salads and serve them to customers. Appoint a student supervisor or ask another teacher to evaluate the salads for appearance, texture, color, temperature, taste, appropriateness of garnish, and serving techniques.

SERVING AND GARNISHING SALADS

TS16:25 Demonstrate salad garnishing technqiues to the class. Have students develop, through lab practice, some techniques for garnishing salads. KEY QUESTIONS: Should the garnish be edible? What are some popular salad toppings?

TS16:26 Explain the various ways restaurants serve salads and dressings.

Salads may be served
- in individual bowls at the table,
- from large bowl,
- by guests from a salad bar.

Dressing may be served
- in a small cup to the side of the salad,
- poured on the salad, or
- placed in serving trays and set on a table so each individual can choose and pour his or her own dressing.

HOLDING AND STORING SALADS

TS16:27 Demonstrate the correct method for storing and holding salads. KEY QUESTIONS: Why should salad greens be drained? How should dressings be stored? Why are salads stored in tightly covered containers in the refrigerator? What precautions should be taken with foods containing mayonnaise or protein ingredients?

17 Appetizers

COMPETENCY TO DEVELOP

- Prepare appetizers and garnishes.

OBJECTIVES TO ACHIEVE

- Describe basic types of appetizers.
- Demonstrate procedures for preparing appetizers.
- Demonstrate procedures for serving appetizers.
- Demonstrate procedures for holding and storing appetizers.

ASSIGNMENT

- Read Chapter 17 in *Food Production, Management, and Services.*

TYPES OF APPETIZERS

TS17:1* Discuss a definition of the term "appetizer" then write it on the chalkboard. List the seven categories of appetizers below the definition. Have students brainstorm then name several examples of appetizers that fit into each category. If examples cannot be named, have students look in recipe books or magazines for ideas.

TS17:2 Provide pictures of a variety of appetizers. Have students group and label each appetizer according to type: hors d'oeurves, canapes, spreads and dips, cocktails, relishes, salads, and/or soups. Discuss the purposes of appetizers and when and how they are served.

TS17:3 Give each student a slip of paper with one food written on it. (Examples: orange, mushroom, egg, cheese, fish.) Have each student describe an appetizer made with that food, and name the category to which it belongs.

APPETIZER PREPARATION

TS17:4 Have students observe a demonstration on proper techniques for preparing appetizers. KEY QUESTIONS: What foods can be used for hors d'oeuvers? What are the basic parts of canapes? What foods are

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*** TS17:1 indicates Teaching Strategy, Chapter 17, Number 1.**

served with spreads and dips? What are the different types of cocktails?

TSI7:5 Conduct an "Appetizer Party." Have students prepare and taste simple appetizers. KEY QUESTIONS: What ingredients were used to make each appetizer? How were the appetizers made? How should each appetizer be served? Is the appetizer served hot or cold? Is a garnish served with it?

TSI7:6 Have students participate in an appetizer tasting party. Identify the type of appetizer as it is being prepared, then taste the appetizer when finished. Note the methods for making spreads, garnishes, and arranging the plates attractively. Verbally review methods for preparing appetizers.

SERVING APPETIZERS

TSI7:7 Have students prepare appetizers for a departmental open house. Divide the class into teams of two. Each team will prepare an appetizer. Two students should be assigned to refill trays and beverage containers each hour of the day as teachers attend the open house. If the open house lasts for several hours, choose hors d'oeurves and canapes that refrigeaate well without becoming limp or soggy. KEY QUESTIONS: How can appetizers be made more attractive? What types of serving dishes are used with appetizers? What variety of appetizers could be served? How can appetizers be kept from becoming limp or soggy?

HOLDING AND STORING APPETIZERS

TSI7:8 Have students take orders from teachers and office personnel to provide appetizers for club or organization meetings. For example, arrange to prepare and serve appetizers for a PTA meeting at which slides and information are given on the Vocational Home Economics program. KEY QUESTIONS: What special holding and storing techniques will be needed? Will serving temperature be a factor in deciding what to serve? Which appetizers can be prepared in advance? How can the quantity be determined? What serving equipment will be required? Following the event, evaluate the decisions that were made and the success of the project. NOTE: This activity could be conducted on a cost recovery basis to provide, the student with authentic practice at no cost to the department.

18 Soups and Sauces

COMPETENCY TO DEVELOP

- Prepare soups, sauces, and gravies.

OBJECTIVES TO ACHIEVE

- Prepare and use different stocks.
- Identify the types of soups and their characteristics.
- Describe menu uses of soups.
- Demonstrate preparing soups.
- Demonstrate methods for garnishing and serving soups.
- Identify basic sauces and their uses.
- Demonstrate the method for preparing basic sauces.
- Demonstrate procedures for holding and storing soups and sauces.

ASSIGNMENT

- Read Chapter 18 in *Food Production, Management, and Services.*

STOCKS

TS18:1* Have students observe a demonstration on methods for preparing different types of stock for soups. Stress the following facts: the amount of cooking time necessary, whether salt is added, why the stocks must be cooled quickly, clarifying methods, and when to remove the fat that rises to the top. NOTE: One type of stock may be made from "scratch" and the other types from convenience products, if desired.

TS18:2 Have blindfolded students taste a white stock, a brown stock, a poultry stock, and a fish stock. Have each student identify which type of stock they are tasting and tell what ingredients were used to produce each variety. Have the class discuss the uses for each type of stock. KEY QUESTIONS: Why are three types of stock necessary?

* TS18:1 indicates Teaching Strategy, Chapter 18, Number 1.

TYPES OF SOUP

TS18:3 Distribute a card to each student with one of the following soup categories printed in large letters: Thin Soups, Thick Soups, Special Soups, and Cold Soups. Students should hold up their card if the soup name or description read by the teacher falls in that category. NOTE: A list of soup names and/or descriptions may be read by the teacher, pictures may be shown of different types of soups, or students may brainstorm the different types of soups.

TS18:4 Prepare at least one soup of each category for students to see and sample. (Convenience soups may be used for some or all these samples.) KEY QUESTIONS: How are thin soups most often used? What types of soups are classified as thick? What are some specialty soups? When are cold soups popular? Visit a food supplier, or obtain a list of convenience soups available. In what forms can convenience soups be purchased? What varieties are available? How are new flavors created?

USES OF SOUPS

TS18:5 Explain the different menu uses of soups. Have students list examples of soups that would be appropriate for service in each menu course.

TS18:6 Ask students to view menus from food service establishments and note where soups appear. KEY QUESTIONS: Are the soups used as appetizers, accompaniments and/or as the main course? What types of soups are used for each course? Are the soups on the menu different from those named by the students? Are the menu uses different?

PREPARING SOUPS

TS18:7 Describe the steps in making soups. KEY QUESTIONS: Are steps in preparing convenience soups similar to steps in preparing homemade soup? How much water is added to convenience soups? When should seasoning be added to convenience soups and soups made from a recipe? At what temperature should soups be cooked? How should vegetables for soups be prepared? Is cream or milk ever used in making soups? What does cooking soup mean?

TS18:8 Have students prepare a flip chart of the steps in preparing soups. Explain each step in preparing the basic types of soup and describe the equipment needed.

TS18:9 Divide the class into four groups. Have each group prepare one of the following soups: frozen, dehydrated, canned, and recipe. Each group should prepare the same flavor of soup. Compare the soups for taste, appearance, aroma, and price per serving. KEY QUESTIONS: Which soup tasted best? Which soup looked the best? Which soup had the best aroma? Which soup cost the most (least) per serving? Which soup was the easiest (hardest) to prepare? Which soup took the most (least) time to prepare?

GARNISHING AND SERVING SOUPS

TS18:10 Discuss garnishes that are appropriate for different types of soups. Have students consider color, contrast, taste, texture, and temperature of the soup when planning appropriate garnishes.

TS18:11 Discuss accompaniments appropriate for different types of soups. Have each student sample each of the following: bouillon with bread sticks, cream of tomato soup with grilled cheese finger sandwiches, and meat and vegetable soup with minature cornmeal muffins. KEY QUESTIONS: Would a cream soup such as the tomato soup served alone actually satisfy a person's appetite? Why could the meat and vegetable soup be considered a main dish?

BASIC SAUCES AND THEIR USES

TS18:12 Have students brainstorm names of various types of sauces. Ask students to use cookbooks to locate additional sauce names, if necessary. Write the list of sauces on the chalkboard as they are named. Have students divide the list of sauces into the basic sauce categories of brown, tomato, white, cream, egg, and/or butter sauce.

TS18:13 Discuss types of foods with which each category of sauce is served. For example, have students give examples of foods that may be served with a cheese (cream) sauce. This could be conducted like a spelling bee with two teams alternating answers after a sauce category is designated.

TS18:14 Write the following phrases on the board: Spicy Sauces for Meats, Sweet Sauces for Desserts, Cream Sauces for Vegetables. Have one student read the list of sauces named by the class and the other students take turns writing the names under the correct heading. KEY QUESTIONS: Did all the students agree with the choices made? If not, why?

TS18:15 Have students form small groups to investigate then compare the soups and sauces served in various health care and food service establishments. KEY QUESTIONS: Are these products made from a recipe or convenience products? Are only a few served, or is a wide variety offered to the patient or customer?

PREPARING BASIC SAUCES

TS18:16 Demonstrate and discuss the preparation of basic sauces. KEY QUESTIONS: Is the flour mixture always cooked before adding liquid? Should the liquid be cold or hot when added to the flour mixture? When should the gravy or sauce be seasoned? At what temperature should a sauce and gravy be prepared? How much seasoning should be used? What ingredients are used in gravy? Should part of the meat juices be poured out of the pan before preparing gravy, or should the juices cook down?

TS18:17 Choose one of the following types of sauces and state the steps in its preparation: hot sauces, cold sauces, gravies, and sweet sauces.

TS18:18 Prepare handouts that list the ingredients for various sauces and gravies such as giblet gravy, roast gravy, cheese sauce, marinara sauce, etc. Have each student choose a list of ingredients: tell what product would be made from this list, and how to prepare this type of sauce or gravy.

TS18:19 Have student groups plan and prepare a fondue meal using various types of sauces served with bread cubes, fruits, and meat cubes or slices. Have students evaluate each type of sauce according to flavor, texture, appearance, temperature at serving time, and appropriateness of the food served with it. Compile the results and give a small award to the group that prepared the best sauce.

TS18:20 Have students practice making a white sauce. Add ingredients to the basic sauce to produce cheese, egg, mushroom, etc. Evaluate the sauces for a grade.

TS18:21 Have students prepare gravy to serve with a fried chicken or chicken fried steak dinner. Compare and discuss the products. KEY QUESTIONS: Was the gravy a satisfactory thickness? What can be adjusted to correct thick and/or thin gravy? What can be done if lumps occur?

HOLDING AND STORING SOUPS AND SAUCES

TS18:22 On a flip chart or chalkboard, have students list the correct methods for storing and holding stocks, soups, and sauces. Be sure the following points are included in a review: Stocks should be refrigerated and stored quickly, stocks should be protected from contamination to avoid spoilage, soups should be kept at temperatures above 140°F. or below 40°F., soups should be cooled rapidly and refrigerated as soon as room temperature is reached, egg sauces are perishable, and custard sauces will spoil if not refrigerated quickly.

TS18:23 Have students plan a soup, salad, and dessert luncheon menu which could be served to faculty members or another group. Ask each student to write specific storage and holding plans for each menu item. Discuss these plans and make any necessary corrections.

19

Meat, Poultry, and Fish

COMPETENCY TO DEVELOP

- Prepare meats, seafoods, and poultry.

OBJECTIVES TO ACHIEVE

- Define the term entree.
- Identify types and cuts of meat, poultry, and fish.
- Identify available forms for meat, poultry, and fish.
- Describe how to select meat, poultry, and fish.
- Describe methods for handling and storing meat, poultry, and fish.
- Identify menu uses for meat, poultry, and fish.
- Identify principles of cookery for meat, poultry, and fish.
- Demonstrate methods for cooking meat, poultry, and fish.
- Identify available convenience meat, poultry, and fish products.

ASSIGNMENT

- Read Chapter 19 in *Food Production, Management, and Services.*

ENTREES

TS19:1* Ask students to define the term entree. After discussing the meaning, have each student describe his or her favorite entree. KEY QUESTIONS: Can foods other than meat, poultry, or fish be used for entrees? What are other foods that may serve as entrees?

TS19:2 Provide menus for students to study. Have students list all the types of entrees served. Classify each entree on the list under one of the following categories: Meat, Poultry, or Fish. Ask the students to vote on which category of entree they would order from the menu.

TS19:3 Display pictures of various entrees. Ask students to identify the sources of the entrees pictured. Have students work in groups to place the pictures under the following categories: Meat (Beef, Pork, Lamb), Poultry, and Seafood.

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* TS19:1 indicates Teaching Strategy, Chapter 19, Number 1.

IDENTIFY TYPES AND CUTS OF MEAT

TS19:4 Identify types and cuts of meat. Show students pictures of meat cuts. Use meat charts, line drawings, or production pictures. Ask students to identify and locate on a chart their favorite cuts of meat.

TS19:5 Have students view a filmstrip on the varieties of meats available. KEY QUESTION: Did you recognize any particular cuts of meats? Name them.

TS19:6 Visit the cafeteria or a restaurant to see meats used in food production. KEY QUESTIONS: What is the most expensive item the cook prepares? Why is it important to cook it well? What different colors are different types of meat? What are variety meats? Which variety meats have you eaten? What is meat?

TS19:7 Use Teaching Aids 90, Beef and Veal Chart, and 91, Pork and Lamb Chart, and have students identify the large cuts of meat (side, forequarter, hindquarter, etc.) KEY QUESTIONS: What is the difference between wholesale and retail cuts? Which cuts are tender? Less tender? Where are variety meats located? What terms are used for lamb quarters?

FORMS OF MEAT

TS19:8 Set up a display of the different forms in which meat may be purchased. Discuss fresh, cured, frozen, and canned meat. Or visit a supermarket and have students identify forms in which meats may be purchased.

TS19:9 Write definitions of the four forms of meat on posterboard and display on the bulletin board. Have students match the definitions to the cured, frozen, fresh, and canned meats displayed.

SELECTION OF MEAT

TS19:10 Have students select and study one of the following quality standards of meat: USDA inspection and grading, tenderness, or appearance of meat. Ask the students to write a short paper describing the factors that designate quality. Students may turn this paper in for evaluation, or present an oral report to the class.

TS19:11 Have students view different cuts of meat and judge the quality of each. Students must justify their decision with statements about quality. Inspection and grading, tenderness, and appearance should be included.

TS19:12 Use Teaching Aid 92, Bone Shapes. Discuss how the bone shape can indicate tenderness. KEY QUESTIONS: Where is a round bone taken from? What cut is from the leg? Which bone shapes indicate the more tender cuts?

HANDLING AND STORING MEAT

TS19:13 Demonstrate how to handle and store uncooked meats. KEY QUESTIONS: Should the plastic be left on meats that come wrapped in plastic? What will air do to meat? How should meats be stored if they are kept more than a few days? How long can meats be kept in the freezer? How should frozen meats be thawed? Should meat be thawed before cooking?

TS19:14 Discuss tasks assigned to food service workers which require handling and storing uncooked meats. KEY QUESTIONS: How should meats be prepared for storage in the refrigerator? How should meats be prepared for the freezer? How should meats be thawed? How is storage of canned meats different? What can be done with leftover meat?

MENU USES OF MEAT

TS19:15 Have students list on the board as many menu uses of meat as possible. Discuss combining meat with pastas, rice, or vegetables. KEY QUESTION: What are some popular breakfast meats?

PRINCIPLES OF COOKERY FOR MEAT

TS19:16 Discuss various ways to tenderize meats. KEY QUESTIONS: What are the three methods used to tenderize meats? What is papain? What type of foods are used in a marinade? How does scoring or pounding tenderize meat? How does cooking tenderize meat?

TS19:17 Write the principle of meat cookery, meat should be cooked at a low temperature until just done, on the board. Discuss what happens to meat during cooking and what happens when meat is overcooked.

TS19:18 Have students look at a display of meat cooked to different degrees of doneness. Point out the differences between each sample. Discuss indicators of doneness (such as: red for rare, pink for medium, and white for well). KEY QUESTIONS: What are the terms used to describe degree of doneness? What temperatures are important to remember? Why is it important to cook pork well done?

TS19:19 Describe methods for determining the doneness of meat and when each method should be used. NOTE: Demonstrate how to take internal temperature, how to use a time/weight/temperature cooking chart (emphasizing using it as a guide only and checking for doneness during cooking), and how to test doneness by feel.

TS19:20 Have students practice determining the doneness of meat by using a meat thermometer, time/weight/temperature charts, and/or testing doneness by feel. Evaluate performance and accuracy.

METHODS OF COOKING MEATS

TS19:21 Demonstrate cooking meat by different methods: the moist heat methods of braising, and simmering or boiling, and the dry heat methods of broiling, pan-frying, sauteeing, and roasting. Taste meat prepared by each method.

TS19:22 View a film or filmstrip on roasting, broiling, and pan broiling. KEY QUESTIONS: Is a lid placed on a roasting pan during the cooking process? Why is the meat placed on a rack in the roasting pan? In broiling, is the direct flame under or over the meat? How often is meat turned during broiling? How is the doneness of roasted and broiled meats determined? How is the loss of natural meat juices prevented? Why is it necessary to pour off accumulated fat when pan broiling?

TS19:23 Have students study Teaching Aid 93, Meat Cookery. Discuss.

TS19:24 Have students play a rummy game to practice matching cards naming and/or picturing methods for cooking meat with the dry heat method and the moist heat method. Each time a correct match is made, the player must explain how to prepare meat by the method displayed on the card. KEY QUESTIONS: Where is the meat cooked? What kind of container, if any, is it put in? Is liquid added? Is it cooked covered or uncovered? How can doneness be determined? Should the meat be turned while it is cooking?

TS19:25 Ask students to visit a meat market where the butcher will explain the dry and moist heat methods of cooking meat and will show examples of cuts of meat which are cooked by these basic methods.

TS19:26 Prepare an exhibit of pots and pans used for the dry- and moist-heat methods of meat cookery. List techniques such as baking, frying, pan-broiling, braising, broiling, stewing under the categories dry heat, moist heat, and list the types of meat cooked by each method.

TS19:27 Demonstrate how to cook meat by one method, and have students attempt each step as directed. Repeat this experience using other methods until the students have tried all the common methods for cooking meat.

TYPES OF POULTRY

TS19:28 List the names of different types of poultry on the board. Read the description of the fowl and have students point out which fowl is being described.

TS19:29 Ask students to tell what they know about poultry. KEY QUESTIONS: What kinds of fowl can be eaten? Which of these are raised for food? How are fowl cooked? How many ways are fowl sold in the supermarket?

TS19:30 Set up a display of different types of poultry in your classroom including chicken, turkey, cornish hen, duck, and goose. Ask students to name the different types. Have them point out the common features and the distinguishing features of the poultry in the exhibit.

TS19:31 Discuss the types and classifications of poultry with students. Ask students to compare the poultry for size and amount of visible fat. KEY QUESTIONS: What two factors determine the tenderness and flavor of poultry? How much does the average fryer chicken weigh? Which type of turkey is the heaviest in weight but contains the least proportion of fat per pound?

FORMS OF POULTRY

TS19:32 Have students visit a market to view forms in which poultry may be purchased. KEY QUESTIONS: Is poultry purchased whole or in parts? What does it mean to buy poultry dressed? How are whole birds usually sold? What canned poultry items are available?

TS19:33 Show the class pictures or pieces of poultry purchased in different forms. Have students identify each and tell what it can be used for.

SELECTION OF POULTRY

TS19:34 Have students find and study examples of the symbols used by the USDA in inspecting and grading poultry. Discuss the differences in grade A, B, and C poultry. KEY QUESTIONS: Which letter indicates the highest quality? Which grade would be assigned to a bird with a broken wing or torn skin? Where would the inspection grade be found?

HANDLING AND STORAGE OF POULTRY

TS19:35 Demonstrate handling and storing poultry. Then review the key points brought out in the demonstration. KEY QUESTIONS: What is the maximum amount of time poultry can be safely stored in the refrigerator? How long may frozen poultry be stored? Is poultry usually thawed before cooking? Where should canned poultry be stored? How should cooked, leftover poultry be stored?

TS19:36 Ask students to work in pairs in a role play explaining how to handle and store various types of poultry to a new employee. One student can role play the new employee and the other can play the experienced employee. Have other students critique the role plays and contribute additional facts as necessary.

MENU USES FOR POULTRY

TS19:37 Discuss in class the various menu uses for poultry. Include in the discussion ways to use poultry as appetizers, soups, entrees, salads. NOTE: Students might use the index of several recipe books as a resource for other suggestions.

PRINCIPLES OF COOKERY FOR POULTRY

TS19:38 Have students list on the board the principles of cookery for poultry. KEY QUESTIONS: Which types of poultry should be cooked with dry heat methods? Which types should be cooked with moist heat methods?

METHODS OF COOKERY FOR POULTRY

TS19:39 Have students name methods for cooking poultry. Use Teaching Aid 94, Poultry Cookery, and discuss other ways to cook poultry. Review the most common methods of pan-frying, deep-frying, broiling, roasting, and stewing.

TS19:40 Demonstrate the different methods of cooking poultry. Have students practice cooking poultry using the correct procedures.

TS19:41 Have students play "Poultry Facts." Sit in a circle to cite facts learned about poultry. Each person in turn should give a different fact about poultry. Move clockwise around the circle. If a member repeats a fact or cannot give a new one, he or she must leave the circle.

CONVENIENCE POULTRY PRODUCTS

TS19:42 On a piece of paper have students write a familiar form of convenience poultry. Compile a list of responses on the board. Refer to *Food Production, Management, and Services* (p. 226) for more ideas.

TS19:43 Conduct a lab comparing convenience chicken to chicken prepared in the lab. (For example: coat pieces of chicken in the lab by dipping in cold milk, add paprika to flour and roll chicken in flour, then fry in deep fryer.) Fry pieces of prebreaded chicken and compare amount of time required for preparation, cost per serving, and taste.

TYPES OF FISH

TS19:44 Have students list as many kinds of edible fish as possible. Ask them to classify the list into finfish and shellfish.

TS19:45 Create a bulletin board to help students distinguish between types of fish. List or show pictures of various types of fish under the categories of Finfish (saltwater and freshwater) and Shellfish (crustaceans and mollusks). Titles could be written on construction paper cut out in the shape of fish.

TS19:46 Have students examine menus from various food service establishments to determine the different types of fish available. Compare the number of fish items on the menu to the number of poultry and meat items. KEY QUESTIONS: How would the geographic location of the restaurant influence the menu? How does the public's current interest in good health and nutrition influence menu selections in restaurants?

FORMS OF FISH

TS19:47 Discuss the various forms of fish available for use in food preparation including fresh, frozen, smoked, cured, dehydrated, and canned. Obtain a price list on fresh and frozen fish from a wholesale supplier. Compare prices of the different forms of fish (including canned).

TS19:48 Use Teaching Aids 95, Characteristics of Fresh Fish, and 96, Types and Cuts of Finfish. Discuss the advantages and disadvantages of the different forms in which fish can be purchased.

TS19:49 Discuss the ways shellfish can be purchased. KEY QUESTIONS: What are considerations when deciding whether to buy shrimp peeled or in the shell? How are lobsters and crabs usually purchased? How are oysters and clams purchased? What types of canned shellfish are popular?

SELECTION OF FISH

TS19:50 Use and discuss Teaching Aid 95, Characteristics of Fresh Fish. KEY QUESTIONS: Is inspection mandatory? What grades are used? What characteristics should shellfish have? How should frozen fish be packaged?

MENU USES OF FISH

TS19:51 Have students develop a bulletin board with pictures of fish used in soups, appetizers, entrees, and salads. KEY QUESTIONS: Can each of the menu uses of fish be made with either finfish or shellfish? What type of fish soup is cooked and served with the fish in the shell?

TS19:52 Have students develop a menu for a restaurant that specializes in fish dishes. Have students list the various fish and seafood dishes that could be sold. NOTE: Lower level students may need to look at a menu first.

HANDLING AND STORAGE OF FISH

TS19:53 Explain how to handle and store fish. KEY QUESTIONS: How should fresh fish be prepared for storage? How should frozen fish be prepared for storage? How long can fresh fish be stored in the refrigerator? Should fish be thawed before cooking? Why? How is canned fish stored once the can is opened.

TS19:54 Demonstrate the following rule: seafood should not be thawed at room temperature. Show a sample of fish allowed to thaw in the refrigerator and a sample thawed at room temperature. Note the difference in seepage of fluid. KEY QUESTIONS: What happens to the flavor and texture of fish when most of the fluid is removed?

PRINCIPLES OF FISH COOKERY

TS19:55 Review and discuss principles of cookery for fish. KEY QUESTIONS: What is the result when fish is overcooked? How does color indicate doneness? How does texture indicate doneness?

METHODS OF FISH COOKERY

TS19:56 Observe a professional food service employee preparaing fish. NOTE: A film or videotape on preparation of fish could be used, if desired. KEY QUESTIONS: What must be done to finfish before cooking? Which shellfish are cooked alive? How are oyster and clam shells opened?

TS19:57 Demonstrate cooking fish by different methods: broiling, baking, deep frying, poaching, pan-frying, steaming, and boiling (shellfish.) Have students practice preparing fish using one or more of the methods demonstrated.

TS19:58 Have students view slides of fish prepared by different cooking methods. Identify the cooking method used to prepare the fish shown in each slide. NOTE: Have an aide or coworker take pictures with film for slides of your demonstrations of the methods of fish cookery. These slides can be used later for repeating this activity or for evaluation.

TS19:59 Play a rhythm game to practice describing ways to cook fish. Sit in a circle. Clap your hands in a rhythm. Name a method of fish cookery. Choose one person to be "it." The person who is "it" should point to another person in the circle. If the person can make a statement related to the method of fish cookery, "it" must choose someone else. If the person cannot tell something about the method, she or he becomes "it." Teaching Aid 97, Fish Cookery, should be studied prior to the game.

TS19:60 Plan and serve a fish luncheon for teachers or another group. Use a theme such as "The Fish Hook," and decorate the dining area or sales booth appropriately.

CONVENIENCE FISH PRODUCTS

TS19:61 Have students look at an order form for fish products. Discuss which products are convenience products. Compare prices of the convenience products to fresh fish prices. KEY QUESTIONS: What factors other than cost should be considered when purchasing fish products?

20

Eggs and Cheese

COMPETENCIES TO DEVELOP

- Prepare eggs and egg dishes.
- Prepare cheese and cheese dishes.

OBJECTIVES TO ACHIEVE

- Describe criteria for selecting eggs.
- Identify menu uses of eggs.
- Demonstrate various methods for preparing eggs.
- Demonstrate using eggs as ingredients.
- Demonstrate using eggs as garnishes.
- Identify available convenience egg products.
- Demonstrate serving and garnishing eggs.
- Demonstrate procedures for holding and storing eggs and egg dishes.
- Identify various kinds of cheese.
- Describe criteria for selecting cheese.
- Describe menu uses for cheese.
- Demonstrate preparing cheese and cheese dishes.
- Identify procedures for holding and storing cheese and cheese dishes.

ASSIGNMENT

- Read Chapter 20 in *Food Production, Management, and Services*.

SELECTION OF EGGS

TS20:1* Exhibit eggs of different (natural) colors, sizes, and grades for students to examine. Explain the differences in color, sizes, and grades. KEY QUESTIONS: Are brown eggs less nutritious than white eggs? Why or why not? What is indicated by a small air cell? A large air cell? What is the difference in minimum weight between two sizes of eggs? If all sizes are not available for the display, show Teaching Aid 98, Sizes of Eggs.

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* TS20:1 indicates Teaching Strategy, Chapter 20, Number 1.

TS20:2 Have students view Teaching Aid 99, Grading of Eggs. Discuss the appearance of different grades of eggs. Break open an egg of each grade, and arrange it on a flat surface for comparison. Ask students to examine the eggs to determine what grade description each egg meets.

TS20:3 Invite the school cafeteria manager to speak to the class on the forms of eggs used in school food production. A written or oral summary might be required of each student following the guest lecturer.

TS20:4 Have students observe a display of fresh, frozen (whole eggs–whites and yolks,) and dried or dehydrated eggs. Discuss uses for each form. (Examples: Fresh eggs are used in preparation of all types of baked products, and reconstituted dried eggs are used for scrambled eggs or in omelets.)

TS20:5 Demonstrate how to reconstitute dried eggs. Prepare scrambled eggs for students to see and taste. KEY QUESTIONS: Is there any difference in how the eggs are prepared? Is there a difference in appearance? Is there a taste difference?

MENU USES FOR EGGS

TS20:6 Have students name different menu items made primarily with eggs. (Examples: entrees served at breakfast, lunch, or dinner; desserts and/or baked products; sauces and dressings; salads, or a coating agent for baked or fried foods.)

TS20:7 Brainstorm with students to develop a flip chart which describes the many uses of eggs in food preparation. Include eggs used as ingredients in other dishes. The chart might be divided into three sections as follows: 1) Whole Eggs, 2) Egg Yolks, and 3) Egg Whites.

METHODS FOR PREPARING EGGS

TS20:8 Have students take part in an egg cookery lab on a rotation basis. Those in Group 1 will begin with fried eggs; Group 2, scrambled eggs; Group 3, poached; Group 4, omelet; Group 5, cooking in the shell, and Group 6, baked eggs. On completion of one variety of egg cookery, proceed to the next until everyone in the class practices preparing each type of egg.

TS20:9 Have students develop and write guidelines for preparing each type of egg cookery practiced in the lab. Ask that the equipment needed and correct cooking temperatures be included. Review the responses in class and correct any misconceptions regarding egg cookery. Teaching Aid 100, Egg Cookery, may be used as a handout for review.

EGGS AS INGREDIENTS

TS20:10 Demonstrate the use of eggs as binders, thickeners, and as a leavening agent. Allow students to practice separating egg whites from yolks, and beating the egg whites for a meringue. KEY QUESTIONS: Why should egg whites be at room temperature before beating? What will happen if fat comes in contact with the egg whites? How can egg whites be stabilized during the beating process? How can the soft-peak stage be identified? The stiff-peak stage?

TS20:11 On a chart list the six ways eggs are used as ingredients (clarifier, binder, emulsifier, thickener, coating, and leavening). Have students work in six groups with each group preparing a dish using eggs in one of these ways, and then explain to the class the function of the egg in their dish. (Example dishes: Beef stocks, salmon croquettes, ice cream, pudding, breaded chicken, and meringue cookies.)

EGGS AS GARNISHES

TS20:12 Have students work with a partner to find unique ways of garnishing different dishes with eggs. List the ideas on the board, along with those of classmates.

TS20:13 Demonstrate how hard cooked eggs can be used as garnishes in salads, cream sauces, canapes, and other foods. Show as many different ways as possible to cut, dye, and decorate with eggs as possible.

CONVENIENCE EGG PRODUCTS

TS20:14 Display convenience egg products to the class. Discuss the differences in price, time, and preparation procedures for each product compared to the same product made from ingredients. KEY QUESTIONS: Does the amount of time saved justify the higher cost of the convenience product? Is the product acceptable to the consumer? How many steps in preparation may be eliminated by use of the convenience product?

SERVING AND GARNISHING EGGS

TS20:15 Have students prepare a brunch or luncheon for teachers or members of the advisory council. Prepare egg dishes such as omelets. Garnish each plate attractively. KEY QUESTIONS: How can the omelet be kept hot if is prepared in advance? What garnishes will provide a contrast in color and texture?

TS20:16 Have students prepare deviled eggs to be served cafeteria style with salads. Garnish the eggs with pimento, bell pepper, olives, radishes, or herbs and spices. Ask other students to prepare hard cooked eggs for use in salads as garnishes. KEY QUESTION: What causes the outer edge of the yolk to turn green on some hard cooked eggs?

HOLDING AND STORING EGGS AND EGG DISHES

TS20:17 Divide class into four groups and have students develop guidelines for holding and storing fresh eggs, frozen eggs, dried eggs prior to use, and holding and storing cooked eggs and egg dishes. Have one member of each group explain the group's guidelines to the class. Have students compare the guidelines developed in class with the guidelines on Teaching Aid 101, Storage of Eggs.

TS20:18 View a filmstrip or film on egg preparation. Note the following: the importance of heat control in cooking all varieties of egg dishes, inability to hold many of the egg dishes for a period of time, and the texture and appearance of egg dishes.

SELECTION OF CHEESE

TS20:19 Have students look at an order form to determine the types of cheeses available. Discuss ways to decide which cheese to select. KEY QUESTIONS: In what way will the cheese be used? Will it be cooked or melted? Which cheeses have very strong flavors? How are the strong flavored cheeses usually served?

TS20:20 Display a poster showing the various cheeses available, the varieties of cheese, and the shapes and containers it may be purchased in. NOTE: A poster or other visual aids should be available from major cheese manufacturers or distributors. Teaching Aid 102, Forms of Cheese, may be used to acquaint students with the various forms in which cheese is available.

KINDS OF CHEESES

TS20:21 View a filmstrip or film on cheeses. Have students look for the following information: the differences in natural and process cheese, the differences in ripened and unripened cheese, the names of cheeses in each category, imitation vs. natural or processed cheese.

TS20:22 Have students take part in a cheese-tasting party. A tray or plate of different types of cheeses may be prepared and each sample numbered. Students should be given a chance to view, taste, and examine the texture of each classification of cheese. Discuss the differences and see how many of the unlabeled cheeses the students recognize. Place labels with the cheeses and discuss the varieties available in each classification (hard, blue mold, semihard, semisoft, and soft.) KEY QUESTIONS: Which cheeses are new to you? Which ones would be good served with crackers or fruit? Which would make good sandwiches?

MENU USES FOR CHEESE

TS20:23 Discuss foods prepared with different types of cheeses. KEY QUESTIONS: What is your favorite cheese dish? When do you eat it? What types of cheeses are used in cooking? What does au gratin mean?

TS20:24 Have students plan breakfast, lunch, and dinner menus that include a cheese dish. Remind students that cheese may be used as an appetizer, main dish, accompaniment, and dessert.

TS20:25 Have students select a card naming a dish containing cheese. Name aloud a type of cheese which could be used in that dish. Does the class agree? If not, what cheese do they suggest? (Examples: pizza, stuffed tomato, lasagna, macaroni and cheese, banana-bread finger sandwiches, taco salad, au gratin potatoes, grilled cheese sandwiches, spaghetti, broccoli and cheese casserole, etc.)

PREPARING CHEESE AND CHEESE DISHES

TS20:26 Invite a National Dairy Council representative to demonstrate cheese cookery techniques. KEY QUESTIONS: What is the purpose of grating cheese before adding it to other foods? What temperature is used in cheese cookery? Why should recipe directions be followed? Why should overheating and cooking too long be avoided?

TS20:27 Set up a demonstration to show the effects of high temperature on cheeses. Prepare a toasted cheese sandwich under high heat and medium-low heat. Compare the quality of the two products.

TS20:28 Use Teaching Aid 103, Rules for Cooking with Cheese, as a transparency or a handout. Explain rules for cooking with cheese and for preparing a cheese dish.

TS20:29 Select a cheese dish and cut the recipe ingredients in half. Have one group prepare the recipe with processed cheese and the other group prepare the other with cheddar cheese. Compare the experiences of the two groups as to ease of blending in the cheese, the time required for preparation, and cost, flavor, texture, and appearance of the finished product.

TS20:30 Have students prepare one or more of the following cheese dishes: cheese rarebit, cheese souffle, macaroni and cheese, or cheese fondue. Ask students to observe the rules for cooking cheese included on Teaching Aid 103, Rules for Cooking with Cheese. Evaluate the products.

TS20:31 Demonstrate different methods for grating or shredding cheese. Exhibit hand graters and food processors. Let students practice using the different pieces of equipment. Discuss the amount of time required to accomplish the task.

HOLDING AND STORING CHEESE AND CHEESE DISHES

TS20:32 Demonstrate the steps in proper storage of cheeses. Explain the following: length of storage time for ripened and unripened cheeses, the need for tight wraps around some cheeses, colder temperatures necessary for unripened cheeses than for ripened, and effects of freezing on the flavor of cheese. NOTE: Impress upon students that cheese which has molded is still good. Simply cut off the molded parts and throw them away. Decisions of this sort would need to be cleared with the food service manager.

TS20:33 Provide several examples of cheese which has been stored incorrectly. Have students play "Who Can Guess What Happened" to learn about storing cheese. Look at and smell of cheese that has *not* been stored correctly. After each person in the class has seen and smelled the cheese, see who can guess how the cheese was stored incorrectly. NOTE: Play the same game for evaluation and compare several cheeses that have been stored correctly and incorrectly. Have students record which cheese was stored correctly and which was stored incorrectly.

21 Cereals and Pastas

COMPETENCY TO DEVELOP

- Prepare cereal and pasta products.

OBJECTIVES TO ACHIEVE

- Identify cereals and pastas.
- Identify criteria for selecting cereals and pastas.
- Describe convenience cereal and pasta products available.
- Describe menu uses for cereals and pastas.
- Demonstrate methods for preparing cereals and pastas.
- Identify procedures for holding and storing cereal and pasta.

ASSIGNMENT

- Read Chapter 21 in *Food Production, Management, and Services.*

CEREALS AND PASTAS

TS21:1* Use Teaching Aid 104, Components of Cereal Grains. Discuss the parts of grain and have students repeat the names and point out the location of each part. KEY QUESTIONS: Which part contains the most fat? Which part contains the fiber? Which part contains the most starch and protein?

TS21:2 Display various kinds of uncooked cereal and pasta products. Put a small amount of each product in unlabeled custard cups or small bowls for viewing. Have students write the number and name of each product that they can identify. Have them check their own paper as you identify each product. KEY QUESTIONS: Which products are cereals? Which are pastas? Which must be cooked? Which are ready-to-eat? Which products are noodles? macaroni? spaghetti?

TS21:3 Have a student volunteer visit a local supermarket and report to the class the number of varieties of pasta and the cost per ounce of each available type. Tell students how many ounces of each product equals one serving, then have them determine which product is the most expensive and which is the least expensive.

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* TS21:1 indicates Teaching Strategy, Chapter 21, Number 1.

TS21:4 Have students study menus from a variety of restaurants to determine what cooked cereals are served. Write a list on the board of the three cereals offered most often. Check the menu again to determine the types of cold cereals offered. Add the three cold cereals to the list on the board. KEY QUESTIONS: What cereals are available in restaurants? Which grains are the most popular cereals made from?

SELECTION OF CEREALS AND PASTAS

TS21:5 Show Teaching Aid 105, Grains for Breakfast Cereals. Have students locate and identify the three parts of each type of grain. KEY QUESTIONS: Which parts may be removed in processing? Which type of rice is considered the most nutritious? Why? What kind of wheat is used to make the best pastas?

TS21:6 Set up an exhibit of packages of cereal and pasta products. Have students examine the labels recording the weight, the nutrient fortifications, the sugar content, the number of servings, and the cost. Explain one example on the board to demonstrate how to figure the cost per serving of cereals or pastas. KEY QUESTIONS: Are nutrient fortifications necessary? Why or why not? Why is sugar added to many cereal products?

CONVENIENCE CEREAL AND PASTA PRODUCTS

TS21:7 Discuss convenience cereal and pasta products. Demonstrate cooking one or two servings of regular oatmeal, three minute oatmeal, and instant oatmeal. Have students compare the time required for preparation, texture and appearance and taste of the product. Have students vote on which oatmeal they prefer. NOTE: Another product such as rice may be used, if desired. KEY QUESTION: Why do restaurants prefer to use regular rice and pastas that are not precooked?

MENU USES OF CEREAL AND PASTA PRODUCTS

TS21:8 Have students suggest ways of using cereal and/or pasta products in all segments of the menu. Discuss the use of these products as meat extenders, bread substitutes, potato substitutes, and as ingredients in other dishes.

TS21:9 Have students plan a menu for a well balanced meal, including a serving from each of the four food groups. Each student should include a cereal or pasta dish to represent the bread group. Share the menus in class and vote on the best plan. NOTE: Students may plan menus for breakfast, lunch, or dinner.

COOKING CEREALS AND PASTAS

TS21:10 Discuss the quality guidelines for cooked cereals and pastas. Have students record these guidelines in a notebook for use in evaluating the products prepared in class. Include the following guidelines: cooked cereals should be moist and free from lumps, not gummy or pasty; cooked pastas should not stick together or be overcooked to the point of falling apart, but should be tender.

TS21:11 Assign each group of students a different type of cereal product to cook. Have them study package directions, then use a heavy pot, steam kettle, or compartment steamer to prepare the cereal. Have students evaluate each product according to the guidelines for quality. If any of the products do not meet these quality standards, have the group decide what the problem was and inform the class of the cause.

TS21:12 Demonstrate the amount of expansion of pasta and rice by measuring one cup of macaroni, one cup of noodles, and one cup of rice to be cooked. Have students prepare each product according to directions, then measure the amount of each cooked product. KEY QUESTIONS: Which product expanded the most during cooking? the least? How much cooked rice is a standard serving? How much rice should be cooked to yield 25 servings?

TS21:13 Have students plan, prepare, and serve a spaghetti and salad luncheon for teachers or another group. Students should calculate the amounts of ingredients needed to prepare the luncheon as well as determine the amount to be charged in order to recover the costs. Following the luncheon, have students evaluate the quality of the spaghetti. KEY QUESTION: If the luncheon is repeated, what could be done to improve the quality?

HOLDING AND STORING CEREALS AND PASTAS

TS21:14 Discuss the reasons for storing cereal and pasta products in tightly covered containers in a cool, dry area. KEY QUESTIONS: What part of the grain causes these products to become stale if not stored correctly? What effect would moisture cause during storage?

TS21:15 Demonstrate holding techniques for cooked spaghetti. Cook 8 to 10 ounces of spaghetti and divide into two portions. Drain and rinse one portion of the spaghetti, then cover with cold water and place in the refrigerator overnight. Drain the remaining portion, but *do not* rinse, then place the sample in an uncovered bowl, and store in the refrigerator overnight. Compare the two samples on the following day. KEY QUESTIONS: Which sample looks best? How should the spaghetti be reheated for serving?

22 Vegetables and Fruits

COMPETENCY TO DEVELOP

- Prepare vegetables and fruits.

OBJECTIVES TO ACHIEVE

- Identify ways to select fruits and vegetables.
- Describe menu uses of vegetables and fruits.
- Demonstrate preparation of vegetables and fruits.
- Demonstrate procedures for cooking vegetables and fruits.
- Demonstrate serving and garnishing vegetables and fruits.
- Identify procedures for holding and storing vegetables and fruits.

ASSIGNMENT

- Read Chapter 22 in *Food Production, Management, and Services.*

SELECTING VEGETABLES AND FRUITS

TS22:1* Prepare two identical trays of raw vegetables and fruits with toothpicks inserted in each piece. Have students wash hands, then divide the class into two teams. Ask one student from each team to assist with the blindfolds and another to assist with scorekeeping. Set a time limit of 10-15 minutes and have each team select a member to be first. Ask the two students who are "first" to come to the front of the room and be blindfolded. Hand each student a fruit or vegetable from the tray to feel, smell, taste, and then identify it by type and name. Each correct identification earns a point for that team. Rotate students at a fast pace so that everyone has a turn. The team with the most points may be awarded a privilege or small prize. Discuss the results of the identification game and correct any misinformation.

TS22:2 Discuss the forms in which vegetables and fruits are available. Obtain one vegetable and one fruit in as many different forms as possible for students to compare. (Example: fresh, frozen, canned, and dried peaches and fresh, frozen, canned, and dried black-eyed peas.) Have students compare the amount of time for preparation each form requires and the cost per serving. Cook the products that need cooking and compare the taste of the different forms. KEY QUESTIONS: Which form is least expensive? Which form is most expensive? Which form requires the most time for preparation? Which form tastes best? Would the different forms be used for the same purposes?

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* TS22:1 indicates Teaching Strategy, Chapter 22, Number 1.

TS22:3 Display three cans of pears, peaches, or beans in different grades with the labels removed. Place some of the food in saucers in front of each can. Have students examine the contents and see if they can determine the grades of the food. KEY QUESTIONS: Which grade would be used to assemble individual salad plates? Which grade might be used in a casserole or bowl of salad? What is the difference in price between each grade?

TS22:4 Discuss the importance of storing frozen foods at the correct temperature. KEY QUESTIONS: Why should food that has partially thawed be cooked at once? What indicates that food may have thawed and been refrozen? What grades of vegetables and fruits are used in frozen foods?

TS22:5 Ask students to select one vegetable or one fruit as their topic for a research paper or report. Have them include information on where and how it grows, when it is "in season," what nutrient it provides, how to select and store it, and how to prepare it. NOTE: If oral reports are given, a time limit may need to be determined before beginning.

MENU USES FOR VEGETABLES AND FRUITS

TS22:6 Discuss the various ways vegetables and fruits can be used in menus. Have students give examples of vegetables and fruits as appetizers, soups, entrees, accompaniments, and desserts. KEY QUESTIONS: Which vegetables can be served as an entree? What food group compliments vegetable protein to make it complete? How many servings of vegetables and fruits should be eaten each day? What is the serving size?

TS22:7 Have students plan three different menus for lunch or dinner which include the correct number of servings of fruit and/or vegetables. Ask that the students include at least one deep yellow or deep green vegetable per menu. KEY QUESTIONS: Why are deep yellow or deep green vegetables so important? What vitamins are provided by vegetables and fruits?

PREPARATION OF VEGETABLES AND FRUITS

TS22:8 Discuss the methods for cleaning vegetables and fruits before use. KEY QUESTIONS: How should vegetables and fruits be pared to prevent loss of nutrients? How can discoloration be prevented on cut fruits such as bananas and avocados? How can lettuce be made crisp?

TS22:9 Demonstrate how to dice, mince, chop, shred, and slice vegetables and fruits. Review correct techniques for using knives while presenting the demostration. Teaching Aid 106, Preparing Vegetables in a Variety of Shapes, could be used with this topic. Have students practice these preparation techniques.

COOKING VEGETABLES AND FRUITS

TS22:10 Use Teaching Aid 107, Rules for Preparing and Cooking Fresh and Frozen Vegetables and Fruits. Discuss each rule and answer any questions.

TS22:11 Discuss cooking canned and dried vegetables and fruits. KEY QUESTIONS: How does cooking canned products vary from cooking fresh or frozen products? How does cooking dried foods vary from cooking fresh or frozen foods? For what reason are dried foods soaked in water?

TS22:12 Demonstrate cooking one or more vegetables by the following techniques: boiling, baking, broiling, sauteeing, frying, steaming, and microwaving. Have students record the amount of time and the steps used to prepare and cook the food by each method. NOTE: If some steps in preparation are done before class to save time, give students the information in the proper sequence and also an estimate of the time used. Discuss and explain each method of cooking during the demonstration. Use Teaching Aid 108, Cooking Methods for Vegetables and Fruits, at the end of class to reinforce the lesson.

TS22:13 Divide class into seven cook groups and assign each group one of the cooking methods demonstrated in the activity above. Have the group select, prepare, and cook an appropriate vegetable or fruit using their assigned method. Evaluate the group on teamwork, knowledge of methods, and product quality.

TS22:14 Ask each student to prepare a fruit or vegetable at home for a family meal. The student should select a method of cooking that they have not used before. Have three minute oral reports in class to share what was prepared, the method used, and the quality of the final product.

SERVING AND GARNISHING VEGETABLES AND FRUITS

TS22:15 Have students look through magazines for examples of ways to garnish fruit and vegetable dishes. Also collect examples of vegetables and/or fruit used as garnishes for other foods. Share with the class. The most unique ideas might be put on a bulletin board.

TS22:16 Brainstorm with students ways to attractively garnish the following dishes: rice, boiled yellow squash, green beans, baked apples, cooked cauliflower, broiled grapefruit. KEY QUESTIONS: Are some types of garnishes more appealing to young children? Could garnishes be used to enhance the appetite of people who are ill? What are some spices and herbs that are used to garnish vegetables and fruits?

TS22:17 Divide the class into four groups and provide one fruit plate appropriate for the age group or occasion of the assignments for each group to garnish. Have one person from each group draw the group's assignment and select the appropriate fruit plate. Assignments might include a four year old's birthday, Thanksgiving dinner for the family, an Easter luncheon, a nursing home patient tray, etc. Provide several kinds of appropriate garnishes and let students be as creative as possible. Ask each group to display their fruit plate to the class and explain why each plate is appropriate for the occasion and why each garnish was chosen. Discuss with the class how each plate could be changed to make it even more appropriate for the occasion or age group.

TS22:18 Invite a utilities company home economist to demonstrate or conduct a mini-workshop on the preparation and uses of fruit and vegetable garnishes. If a guest speaker is not available, you may wish to do the demonstration yourself. Teaching Aid 87, Fruit and Vegetable Garnishes (from Chapter 13, TS13:62), could be used as a transparency or a handout to reinforce this lesson.

HOLDING AND STORING VEGETABLES AND FRUITS

TS22:19 Demonstrate the effects of proper and improper storage by conducting the following experiment. Separate a head of lettuce into five pieces. Have students 1) place one piece in the refrigerator, unwrapped, 2) put a section in a plastic bag and store it in the refrigerator, 3) put another piece in a plastic bag and store on a pantry shelf, 4) put one section in another plastic bag and store in the freezer, and 5) store the fifth section unwrapped in the crisper drawer of the refrigerator. Leave all samples for two days, then have students examine them to determine the proper storage method for lettuce. NOTE: The sample from the freezer will need to thaw for one to two hours prior to class so that students will be able to see the effects of freezing on the lettuce.

TS22:20 Discuss storage procedures for each form of vegetable and fruit including fresh, canned, frozen, and dried. Give students information on storage before preparation, proper holding times and temperatures between preparation and serving, and correct storage of leftovers. Ask students to compile the information into a chart for future quick reference.

TS22:21 Invite a panel of food service managers to speak to the class regarding storage facilities and methods used in their businesses. Ask students to prepare questions in advance on topics such as rotation of frozen food, rotation of canned goods, checking temperatures in walk-in boxes, suggestions for storing leftovers, etc.

23 Breads

COMPETENCY TO DEVELOP

- Prepare breads.

OBJECTIVES TO ACHIEVE

- Identify types of breads.
- Identify ingredients used in breads.
- Describe menu uses of breads.
- Demonstrate methods of preparing breads.
- Identify available convenience bread products.
- Demonstrate serving breads.
- Demonstrate holding and storing breads.

ASSIGNMENT

- Read Chapter 23 in *Food Production, Management, and Services.*

TYPES OF BREADS

TS23:1* Discuss differences in quick breads and yeast breads. KEY QUESTIONS: What leavening agents are used in quick breads? What are some examples of quick breads? What are some examples of yeast breads? What causes yeast breads to rise?

TS23:2 Exhibit several examples of quick and yeast breads for students to examine. Cut the breads so that the texture can be compared. KEY QUESTIONS: Which type of bread is more dense? Which type is lighter in texture? What are the distinguishing features in quick breads? In yeast breads?

TS23:3 Show a film or filmstrip on making both types of breads. Ask students to take note of the various types of quick breads shown and the various types of yeast breads shown. Also have students note the leavening agents used in each type of bread.

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* TS23:1 indicates Teaching Strategy, Chapter 23, Number 1.

BREAD INGREDIENTS

TS23:4 Display different kinds of flour including white, whole wheat, graham, rye, masa, cornmeal etc. Have students feel the texture and observe the color of each kind of flour. KEY QUESTIONS: What types of bread are made from each kind of flour? Which flour has the finer texture? What is all-purpose flour? What has been added to flour that is "enriched"? What is "self-rising" flour? What is gluten? What causes the flours to be different colors?

TS23:5 Discuss liquids that are generally used to make breads. KEY QUESTIONS: If water is used for the liquid, what type of bread will result? What kind of crust will the bread have? If milk is used for the liquid instead of water, what will happen to the texture of the bread? Will the bread made with water stay fresh longer than the bread made with milk? How would the use of buttermilk as opposed to whole milk affect the leavening agent to be used?

TS23:6 Have students list on paper each type of leavener and explain how each type works. Ask for volunteers to share their list with the class. Ask other students to add to the lists or provide additional explanations (if possible). Make sure the students include chemical leaveners such as baking powder and baking soda, yeast, air, and steam.

TS23:7 Discuss the role of salt as an ingredient in bread. KEY QUESTIONS: What would happen to the bread if the salt was left out? What happens if too much salt is added? Is salt an essential ingredient? Why or why not?

TS23:8 Ask students to describe the functions of sugar and fat as ingredients in breads. KEY QUESTIONS: Are the functions similar or different? Explain. What kinds of sugar can be used in breads? What kinds of fat can be used? What happens to yeast if too much sugar or too much fat is used?

TS23:9 Explain the use of eggs and flavorings in breads. Show students some herbs, spices, flavorings, and food items (cheese, onions, etc.) that may be used to create interesting and flavorful breads.

MENU USES OF BREADS

TS23:10 Discuss the ways bread may be used in menus include their use as a main dish, accompaniment, snack or appetizer, ingredient in other dishes, and dessert. Write the different menu uses on the board and have students call out examples for each category. List the examples under the category titles.

TS23:11 Obtain a copy of the school lunch menus for a week or a month. Have students identify the food items that are a form of bread or contain bread or grain as an ingredient. KEY QUESTIONS: How many times does bread appear in the menu list? Does it appear as bread or as an ingredient more often?

Quick Breads

TS23:12 Demonstrate the three methods of mixing quick breads for students. Have students list the steps, in order, for each of the methods as they observe the demonstrations. Have students compare the biscuit, muffin, and cake methods and point out how the three methods differ. Discuss the potential problems that may be caused by overmixing when using the muffin or biscuit methods.

TS23:13 Divide students into three or six groups. Have each group prepare a quick bread using one of the three mixing methods. If three groups are named, have each group use a different method. If six groups are named, let three of the groups prepare a quick bread using a convenience product for comparison with the products made from a recipe. Have students share their experiences. Compare the convenience products to the traditional products in cost, flavor, and preparation time.

TS23:14 Use Teaching Aids 109, Quality Characteristics of Quick Breads: How Do You Rate Biscuits?, and 110, Quality Characteristics of Quick Breads: How Do You Rate Muffins? Go over the desired qualities in class and then have each group evaluate the products prepared in the activity above (TS23:13). Evaluate the products and compare the teacher evaluation with the student evaluation. Discuss ways to correct any problems encountered in the lab experience.

Yeast Breads

TS23:15 Review the ten basic steps in making yeast breads (pp. 283-284, *Food, Production, Management, and Services*) with students as you demonstrate using the straight dough method. Provide an instant camera and assign one student to take pictures of the demonstration that will illustrate the ten basic steps. Number the pictures on the back in sequential order. The pictures can then be rearranged and students can test their knowledge by putting the pictures in correct order.

TS23:16 Explain the sponge and batter methods of mixing yeast bread doughs. Ask students to write a short paper on how these two methods differ from the straight dough method.

TS23:17 Have students practice making bread using the straight dough method. Have each of five groups shape and pan the bread as follows: 1) plain loaf, 2) braided loaf, 3) cloverleaf rolls, 4) butterflake fan rolls, and 5) crescent rolls. As guides for shaping breads and rolls, students may use Teaching Aids 111, Plain Loaf Bread, 112, Braided Loaf, 113, Cloverleaf Rolls, 114, Butterflake Fans, and 115, Crescent Rolls. Have students proof and bake the yeast breads.

TS23:18 Explain the sweet dough method of mixing to students. Have students mix a sweet dough recipe as verbal instructions are given. Use Teaching Aids 116, Cinammon Rolls, 117, Coffee Rings, 118, Doughnuts, and 119, Danish Pastry. Have students shape and pan the dough. Bake after proofing.

CONVENIENCE BREAD PRODUCTS

TS23:19 Invite a wholesale supplier or commercial bakery to send a representative to speak to the class on the convenience quick breads and yeast breads that are available. Ask that some products be shown to the class, if possible. Have students prepare questions regarding prices, amount of preparation required, and amount of time needed to prepare the convenience products.

TS23:20 Assign one or two students to interview several restaurant managers regarding whether their business uses convenience bread products and to what extent they are used. Have the interviewers ask if each restaurant has a baker on the staff. Ask the students to give a complete report to the class.

SERVING BREADS

TS23:21 Discuss different ways restaurants serve hot breads, especially if it is one of their specialities. Include a warm loaf, covered with a napkin and served on a cutting board; hot cheese rolls served in a basket and covered with a napkin; hot assorted or speciality muffins served by a person who circulates among the patrons; hot rolls served from pans by a person who circulates among the patrons; hot hushpuppies served as an appetizer; hot flour tortillas served in a covered dish; etc.

HOLDING AND STORING BREADS

TS23:22 Discuss proper storage techniques for fresh breads. KEY QUESTIONS: When should bread be wrapped or placed in a moisture-proof, airtight container? When should breads be frozen? How long will frozen bread keep? When should bread be stored in the refrigerator?

TS23:23 Have students demonstrate wrapping breads in foil and/or plastic wrap for storage. Let other students demonstrate making bread crumbs with the food processer and storing them in large self-sealed plastic bags in the freezer. Have students suggest three or four uses for the bread crumbs.

24 Desserts and Cookies

COMPETENCIES TO DEVELOP

- Prepare fruit and fried desserts.
- Prepare puddings, custards, souffles, gelatin desserts, and frozen desserts.
- Make cookies, cakes, pies, pastries, and meringues.

OBJECTIVES TO ACHIEVE

- Identify types of desserts served in food service establishments.
- Identify convenience desserts used in food service.
- Demonstrate preparing a variety of desserts.
- Demonstrate garnishing and serving desserts.
- Identify methods for holding and storing desserts.
- Identify basic types of cookies.
- Identify convenience cookie products used in food service.
- Demonstrate preparing basic types of cookies.
- Demonstrate coloring, icing, and garnishing cookies.
- Demonstrate serving cookies.
- Identify methods for holding and storing cookies.

ASSIGNMENT

- Read Chapter 24 in *Food Production, Management, and Services.*

TYPES OF DESSERTS

TS24:1* Have students examine various restaurant menus to determine what types of desserts are offered. List the different types on the board as students identify them. Discuss the categories of desserts as listed in the competencies. Ask students to write the categories on a sheet of paper and then write each of the desserts listed on the board in its proper category. KEY QUESTIONS: Did any category not have desserts listed? If so, why might these desserts not be offered in restaurants? Which types are most offered?

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* TS24:1 indicates Teaching Strategy, Chapter 24, Number 1.

TS24:2 Ask a few students to conduct a telephone survey of restaurants in the area to determine how many prepare their own desserts. Also ask what, if any, convenience products are used in their dessert menu or in dessert preparation. Have the students report their findings to the class.

TS24:3 Discuss fruit desserts. KEY QUESTIONS: Do fruit desserts tend to be a seasonal dessert? Are fresh, frozen or canned fruits more likely to be used in preparing desserts for a restaurant? What kinds of fruit desserts are served in the school cafeteria? How often are the fruit desserts served?

TS24:4 Exhibit plain and flavored gelatins and explain how they are used as desserts or as ingredients in other dessert recipes. Have students work in groups and experiment with softening plain gelatin. KEY QUESTIONS: Should plain gelatin be mixed with hot or cold water? Should flavored gelatin be mixed with hot or cold water? What is the texture of unflavored gelatin when it has been mixed? How can flavored gelatin be fast-set?

TS24:5 Discuss milk based desserts with students. Point out the nutrition benefits of this type dessert. KEY QUESTIONS: What milk based dessert is associated with ease of digestion? What two ways can custards be cooked? How can custards be varied? How are puddings thickened? How are custards thickened?

TS24:6 Discuss frozen desserts. Explain the difference between ice cream, ice milk, sherbets, ices, etc. KEY QUESTIONS: What is the most popular frozen dessert? Is ice cream ever used as a garnish? What are some ways to garnish ice cream?

CONVENIENCE DESSERTS

TS24:7 Contact a wholesale grocer to determine what convenience dessert products are available and obtain a price list if possible. Have students compare price per serving of a frozen cheesecake to the price per serving of a cheesecake prepared from a recipe. Furnish wholesale prices for the ingredients of the recipe cheesecake. KEY QUESTIONS: What amount of personnel time would have to be planned on to prepare the recipe cheesecake? How would the frozen cheesecake require personnel time? How would the taste and quality of the frozen cheesecake compare with that of the recipe cheesecake? Would the recipe cheesecake taste and quality be the same each time it is made?

TS24:8 Have students compare the taste and texture of a canned pudding and a pudding made from a recipe. Have students use Teaching Aid 120, Comparison Record, to record their results. KEY QUESTIONS: Which pudding would you serve if you owned a restaurant? What factors other than taste and texture should be considered?

TS24:9 Exhibit three different forms of the same fruit that could be used in desserts. (Examples: fresh, canned, and frozen peaches, or fresh, canned, and dried [cooked] apples). Have students evaluate the convenience products and determine which product would be most satisfactory for use in desserts. Discuss the evaluations.

PREPARING DESSERTS

TS24:10 Use the fruit from the exhibit and demonstrate preparing several types of simple fruit desserts. Have students record the amount of time necessary for the preparation of each dessert. Let students sample the dessert. Then, based on time, effort of preparation, and taste, discuss which dessert would be best for a restaurant menu.

TS24:11 Demonstrate preparing different kinds of gelatin desserts. Point out during the demonstration when to add fruits, what kinds of fruits may be used, substituting fruit juice for water, how much time to allow for setting, and how to use molds. Let students use the gelatin made in the demonstration and have a contest to see who can construct the most attractive or creative parfait. Provide supplies as needed. Have students vote and give a small prize or award to the winner.

TS24:12 Demonstrate preparing milk desserts. Prepare a pudding to demonstrate proper techniques. Discuss why puddings and custards should be stirred during preparation, what happens to milk products if they are cooked too long, and what temperature should be used to cook milk based desserts. Have students work in groups to prepare baked custards. Examine and evaluate the custards when done. Have students determine what caused any problems that may be apparent. Let students eat the custards.

TS24:13 Set up a "Sweet Shop" and sell banana splits and sundaes, made from purchased ice cream, to students and teachers. Establish a rotation of duties so each student gets experience dipping the ice cream, adding the sauce or garnish, serving, and cleaning up. If successful, this activity might be repeated a certain day of the week for two or three weeks. Give students an evaluation following each serving day and encourage them to make suggestions for improvements.

TS24:14 Ask students to observe a soft ice cream dispenser on their next visit to a restaurant or ice cream store. Have the person using the dispenser to explain briefly how it works and any necessary safety rules. Share this informal interview with the class.

TS24:15 Obtain a use and care booklet from a manufacturer of soft ice cream machines. Have students study the booklet or instructions, especially sanitation and cleaning of the equipment. Discuss the importance of sanitation of equipment where milk or milk products are stored.

GARNISHING AND SERVING DESSERTS

TS24:16 Demonstrate garnishing several types of desserts including fruit, gelatin, pudding, and a frozen dessert such as pumpkin squares. Discuss the importance of selecting appropriate garnishes to enhance eye appeal through use of contrasting color, texture, and flavor.

TS24:17 Discuss serving temperatures for desserts with students. KEY QUESTIONS: Which desserts may be served either hot or cold? Which desserts are best served warm?. . .cold?. . .frozen?

HOLDING AND STORING DESSERTS

TS24:18 Discuss the importance of proper storage for desserts, especially those containing large proportions of milk and eggs. KEY QUESTIONS: When should freshly made cream pies be placed in the refrigerator? Why should pudding surfaces be covered with plastic film or waxed paper? What length of time could custards be safely stored in the refrigerator before use?

TS24:19 Use Teaching Aid 121, Tips for Dessert Storage and Service; discuss proper storage for each type of dessert. As each type of dessert is discussed have students indicate whether they prefer to have it served hot or cold. NOTE: This chart might also be used for review or evaluation by covering one or more blocks in each line and letting students fill in the information.

TYPES OF COOKIES

TS24:20 Divide the class into small groups. Have each group look up cookies in the index of some cookbooks. KEY QUESTIONS: What basic types of cookies are listed? What are some examples of cookies under each type? Read the general instructions given in the books for each type of cookie.

TS24:21 Divide the class into six groups. Give each group a large piece of butcher paper. Ask group 1 to write down the type of dough for Bar Cookies and the general procedures for forming this type of cookie. Other group assignments will be 2-Drop Cookies, 3-Rolled Cookies, 4-Refrigerator Cookies, 5-Pressed Cookies, and 6-Molded Cookies. After each group has completed their work, tape their information up around the room for discussion and future reference.

CONVENIENCE COOKIE PRODUCTS

TS24:22 Discuss covenience cookie products such as pre-measured mixes, refrigerated cookie dough, and bakery cookies. KEY QUESTIONS: Are these products used in food service? What sizes are available?

TS24:23 Following instructions on the label, have students bake a roll of refrigerated sugar cookie dough. While the cookies are baking, look up a quantity recipe for sugar cookies, estimate the cost of the ingredients, and divide by the number of cookies the recipe yields. Have students sample the baked cookies and bakery cookies of the same type. KEY QUESTIONS: Which cookie tasted best? Which cookie costs least? Would the amount of time and labor saved by using a convenience product justify the cost?

PREPARING COOKIES

TS24:24 Discuss ingredients used in cookies. KEY QUESTIONS: What effect do eggs have on cookie dough? If cookie dough is stiff, which ingredient is in high proportion to the others? Why are cookies made with molasses (or honey) soft? Which type of leavener results in a thick, moist cookie?

TS24:25 Demonstrate the preparation of various types of cookies. Have students list on paper the steps in preparation for each type of cookie.

TS24:26 Have students prepare a drop cookie dough. Ask students to portion part of the cookie dough by using a teaspoon and the other portion by using a number 40 dipper. Bake the cookies, then evaluate for uniform size and shape.

TS24:27 Ask students to prepare a sugar cookie dough. Divide the dough into three portions. Roll and refrigerate one portion for slicing, chill the second portion before rolling and cutting, and roll and cut the cookies from the third portion immediately. Slice and bake the cookies from the roll when chilled, and roll and cut the cookies from the second portion that was chilled. KEY QUESTIONS: Which portion of dough was the easiest to work with? Yielded a consistent, quality product? How long did it take the dough to chill?

TS24:28 Divide the class into groups. Have each group prepare their choice of either pressed, molded, or bar cookies. Ask students to use Teaching Aid 122, Cookie Characteristics, and evaluate their cookies. Compare the student evaluation with your evaluation. Have students package and freeze the remaining cookies to be sold later to teachers or other students.

COLORING, ICING, AND GARNISHING COOKIES

TS24:29 Discuss decorating cookies with the class. Demonstrate making a thin icing with powdered sugar, using an egg wash, and decorating with candies, colored sugars, and/or nuts. KEY QUESTIONS: What purpose does the egg wash serve? Should cookies be cooled before decorating?

HOLDING AND STORING COOKIES

TS24:30 Demonstrate correct marking and cutting techniques for bar cookies to achieve the desired yield. NOTE: This may be done on paper cut to actual pan sizes, or on actual cookies.

TS24:31 Use cookies made in class and let students practice arranging cookies on trays for attractive service. Also have students arrange individual servings of cookies for eye appeal. NOTE: Provide paper doilies to use as plate liners or tray liners. Discuss proper storage techniques for cookies. Include the following points: 1) Store crisp cookies in a container with a loose-fitting cover, except in a humid climate where crisp cookies should be stored in an airtight container, 2) Store soft cookies in a container with a tight-fitting cover, 3) Never store soft and crisp cookies together, 4) Bar cookies may be stored in a covered baking pan, 5) For longer storage, freeze cookies in a container with a tight-fitting lid by separating layers with waxed paper or plastic wrap, 6) Stale cookies can be freshened by placing in a 300°F. oven for a few minutes to restore crispness, 7) Soft cookies that have become hard can be softened by placing an apple slice or a piece of bread in the cookie container for a day or two.

25 Cakes and Icings

COMPETENCIES TO DEVELOP

- Make cookies, cakes, pies, pastries, and meringue.
- Prepare and use icings, frostings, and fillings.

OBJECTIVES TO ACHIEVE

- Recognize the types of cakes and their characteristics.
- Identify menu uses of cakes.
- Identify convenience cake products.
- Demonstrate procedures for preparing cakes.
- Describe methods for cooling and storing cakes.
- Recognize the types of icings, frostings, and fillings.
- Demonstrate methods of preparation for icings, frostings, and fillings.
- Demonstrate techniques for decorating cakes.
- Identify procedures for cutting and serving cakes.

ASSIGNMENT

- Read Chapter 25 in *Food Production, Management, and Services.*

TYPES OF CAKES AND THEIR CHARACTERISTICS

TS25:1* Have students view a film or filmstrip on the various types of cakes. NOTE: If a film or filmstrip is not available, use pictures from magazines or cookbooks to develop a bulletin board on various types of cakes. KEY QUESTIONS: How are cakes classified? What is a shortened cake? Which ingredients indicate that the cake is shortened? What is a foam cake? Which classification describes an angel food cake? A chocolate layer cake?

TS25:2 Invite a baker to speak to the class on commercial cake baking. Ask the baker to bring examples of shortened and foam cakes, if possible. Have students examine and compare the texture of the two types of cakes. Ask students to prepare questions prior to class. Questions might include the following: Are mixes used? How many cakes are mixed at one time? Which type of cake is the easiest and which the hardest to make?

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* TS25:1 indicates Teaching Strategy, Chapter 25, Number 1.

MENU USES OF CAKES

TS25:3 Discuss in class the various ways cakes are used in menus. (Include: cakes as snacks, cakes for dessert, and cakes to celebrate special occasions.) Ask students to tell what their favorite cake is and whether they like it best for a snack, a dessert, or a special occasion.

TS25:4 Divide students into groups and have each group suggest cakes appropriate for Christmas, Valentine's, Thanksgiving, Easter, Halloween, and a wedding reception. Have each group share their selections with the class and give reasons for why they think that particular cake is appropriate for the occasion. Discuss the selections. KEY QUESTIONS: What things influence ideas of what foods are appropriate for special occasions? In what ways do magazines and advertisements on television influence food selections?

CONVENIENCE CAKE PRODUCTS

TS25:5 Provide a "scratch" cake, a purchased frozen cake, a cake made from a mix, and a cake purchased from a bakery. Label the cakes A, B, C, and D. NOTE: All four cakes should be the same type, flavor, and freshness for this comparison. Have students compare the four cakes on appearance, texture, and flavor. Have students rank the cakes (1-4). Reveal the origin of the cakes and discuss the cost of each cake. KEY QUESTIONS: Would adding the cost factor cause any change in the rankings of the cakes? If you were the manager of a restaurant, which cake would you choose for the menu?

TS25:6 Discuss how master cake mixes can be prepared and used in a food service kitchen. KEY QUESTIONS: How should the ingredients be combined? How should the mix be stored? How can the mix be varied for different flavors of cake?

PREPARING CAKES

TS25:7 Discuss the proper techniques for preparing a sheet cake including ingredients, mixing method, panning the batter, and baking temperature and time. Have students work in groups to prepare a sheet cake using a commercial mixer. Invite a cafeteria supervisor or another home economics teacher to evaluate the finished cakes.

TS25:8 Review information on the preparation of foam cakes. Divide the class into groups and have each group prepare an angel food cake, a sponge cake, or a chiffon cake. While the cakes are baking, have each group describe the procedure they used to mix and bake the cake. Also ask the group to describe quality characteristics for the cake they prepared. Evaluate the cakes by checking for the quality characteristics designated by the group.

TS25:9 Discuss the experiences encountered in preparing the two types of cakes. KEY QUESTIONS: Was the shortened cake easier to prepare than the foam cake? Which type of cake turned out best? What tasks will you do differently when making cakes again?

COOLING AND STORING CAKES

TS25:10 Demonstrate proper techniques for cooling shortened and foam types of cakes. KEY QUESTIONS: When should each type be removed from the pan? How should a shortened cake be loosened from the pan before removal? What may happen to a shortened cake if it is allowed to cool completely in the baking pan? What may happen to a foam cake that is removed from the pan too soon?

TS25:11 Discuss storage techniques for both shortened and foam cakes. KEY QUESTIONS: What type of wrappings should be used? Why should cakes be refrigerated? How long can cakes be stored in the freezer?

TYPES OF FROSTINGS, ICINGS, AND FILLINGS

TS25:12 Discuss uncooked frostings and icings. KEY QUESTIONS: What are the differences in ingredients and techniques for making icing, creamed frosting, and royal icing? What is icing typically used for? What are the uses for creamed frostings? What is royal icing used for?

TS25:13 Divide the class into three groups. Give each group a large sheet of butcher paper or poster board and a magic marker. Have groups review information on cooked icings and frostings and compile a list of characteristics related to one of the following: fondant, boiled frosting, or glaze. Ask one student from each group to share the group's information with the class.

PREPARATION OF FROSTINGS, ICINGS, AND FILLINGS

TS25:14 Have students view a film or filmstrip on frosting cakes. Ask the students to list the steps for frosting a cake based on the film information. Discuss.

TS25:15 Have each student prepare a small recipe of creamed frosting. Sample and rate the quality. If the frosting did not turn out well, have students try to determine the reason. Supply two cupcakes per student. Have each student frost one cupcake using a spatula or knife and frost the second cupcake by turning the cupcake upside down and twirling it in the frosting. KEY QUESTIONS: Which cupcake looks best? Did crumbs fall into the icing? Which technique is best for cupcakes? Which would be best for a layer cake? How should the cake be prepared for frosting?

TS25:16 Demonstrate the preparation of boiled frosting. Use a candy thermometer to test the doneness of the syrup. Explain to students that this type of frosting is the most difficult one to prepare. During the demonstration point out the places where problems may occur (cooking syrup to correct temperature, beating egg whites to correct consistency, adding syrup slowly while continuing to beat egg whites).

DECORATING CAKES

TS25:17 Have students look at a cake decorating book that illustrates steps for decorating a cake and cakes that have been decorated. KEY QUESTIONS: What kind of decorating tools were used? What kinds of icings were used? Why does color play an important role in cake decorating?

TS25:18 Discuss the purpose of using a decorating bag and have students examine both cloth and parchment bags. Have students make a decorating bag out of parchment paper following instructions on Teaching Aid 123, Parchment Decorating Bags. Save this for use in TS25:21.

TS25:19 Demonstrate the use of various decorating tips used with a cloth decorating bag. Include leaf tube, petal or rose tube, star tube, round tube, and the drop flower tube. The demonstration may be done on practice boards or the back of a cake tin.

TS25:20 Have students prepare white decorating icing. Divide the icing into several small portions and have students add liquid food color to one portion, paste food color to another portion, and create a secondary color by combining two primary colors. KEY QUESTIONS: How much food color should be added at one time? What can be done if the frosting becomes too thin from adding liquid color? How does the quality of paste color compare to liquid color?

TS25:21 Have students cut the tip of their parchment bag (made in TS25:18) for a leaf design. Give each student a practice board and provide several cloth decorating bags and tips. Ask each student to create a practice design for a special occasion cake on the practice board, using the icing colored in TS25:20. Require that each student use at least the writing tip and a flower tip with the cloth bag and use the parchment bag for leaf designs.

TS25:22 Have students work in small groups to prepare demonstrations on decorating cakes to present to FHA/HERO, for recruiting students, or other related actvities.

CUTTING AND SERVING CAKES

TS25:23 Have students practice marking cakes for cutting specific numbers of servings by giving them 8", 9", and 10" circles cut from butcher paper. Also provide an 8" x 8" and a 9" x 9" square, and rectangles 9" x 13" and 18" x 25" cut from butcher paper. Have students mark, with a pencil, the 8" circle for 12 equal servings, the 9" circle for 16 servings, the 10" circle for 20 servings, the 8" square for 10 servings, the 9" square for 16 servings, the 9" x 13" rectangle for 30 servings, and the 18" x 25" for 48 servings. Have students check their answers against Teaching Aid 124, Cutting Cakes.

TS25:24 Display cutting and serving equipment that may be used to serve cake. Include a long, sharp knife, a cake server, and the type of long-tined fork that is often used for cutting and serving foam cakes. Discuss how to cut and serve cake without handling it, and explain how to use a plastic mitt for handling when serving a special occasion cake.

26 Pastry and Pies

COMPETENCY TO DEVELOP

- Make cookies, cakes, pies, pastries, and meringues.

OBJECTIVES TO ACHIEVE

- Identify kinds of pastry products.
- Describe menu uses of pastry products.
- Identify convenience pastry products.
- Describe types of pastry dough.
- Demonstrate procedures for preparing pastry dough.
- Identify types of pastry fillings.
- Demonstrate procedures for preparing pastry fillings.
- Identify types of pastry toppings.
- Demonstrate procedures for preparing pastry toppings.
- Describe methods of holding and storage of pastry products.
- Demonstrate procedures for garnishing and serving pastry products.

ASSIGNMENT

- Read Chapter 26 in *Food Production, Management, and Services*.

KINDS OF PASTRY PRODUCTS

TS26:1* Discuss types of pastry products. Include cream puffs, puff pastry, tarts, turnovers, pies, etc. KEY QUESTIONS: What is the ingredient that makes a pastry dough different from other kinds of dough? Is a croissant considered a pastry or a bread?

TS26:2 Ask students to visit a bakery or the bakery section of the supermarket to view, price, and list a variety of pastry products. If students choose to visit a supermarket, they should look at fresh and frozen baked pastry products. Report findings in class and compare prices from the different stores. Save this list, it will be used in TS26:5.

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* TS26:1 indicates Teaching Strategy, Chapter 26, Number 1.

MENU USES OF PASTRY PRODUCTS

TS26:3 Discuss menu uses of pastries with the class. Ask students to name pastries that are used for main dishes, appetizers, and desserts.

TS26:4 Have students look at menus from a variety of restaurants to determine the types of pastries served and what role they fill in the menu. KEY QUESTIONS: Which pastries are served most often in restaurants? Why do you think these pastries are offered in restaurants? Which pastries are served hot? Which pastries are served cold?

CONVENIENCE PASTRY PRODUCTS

TS26:5 Have students review the list of pastry products they compiled in TS26:2. Ask them to indicate which are convenience products. Discuss the lists in class and be certain the products indicated are convenience products. Contact a local food broker to determine the variety and prices of institutional convenience pastry products available. KEY QUESTION: How do institutional convenience products differ from products found at the supermarket?

TS26:6 If possible, have students determine how many restaurants in the local area use convenience pastry products. Ask what products are purchased ready-to-serve and what products are made in the kitchen. Report findings in class and discuss.

TYPES OF PASTRY DOUGH

TS26:7 Discuss the three main types of pastry dough including pie crust, puff pastry and choux pastry. KEY QUESTIONS: What kinds of ingredients can be used for various kinds of pie crusts? What products are made from puff pastry? Which type of pastry creates a hollow shell when cooked? What desserts are made from choux pastry?

TS26:8 Set up an exhibit of pastries from a bakery. Label each type A, B, C, etc. Have students write the letters on a piece of paper and the names of each type pastry beside the matching letter. Discuss the answers after everyone finishes.

PREPARING PASTRY DOUGH

TS26:9 Discuss ingredients used in the preparation of pastry including different types of flours fats, salt, water, eggs, and flavorings. KEY QUESTIONS: Which types of pastry contain eggs? What is pastry flour? What type of pastry is best made with pastry flour? Which kind of flour produces the highest gluten content?

TS26:10 Ask students to make gluten balls by mixing strong bread flour with water to a very stiff dough. Knead for five minutes. Have them put a little in their mouths and work it with their tongue. After a few minutes the starch will dissolve and the gluten can be felt. Describe how it feels. Repeat the experiment with a pastry flour or with all-purpose and cake flour. Compare the feel of the gluten in each type of flour.

TS26:11 Use Teaching Aid 125, Commercial Pie Crusts. Discuss differences in the proportion of shortening to the amount of flour in each recipe. KEY QUESTIONS: Why do some types of flour require a larger proportion of shortening to produce a tender, flaky crust?

TS26:12 Show students a filmstrip on preparing pastry. Have students note the following points: importance of accuracy in measuring, methods for blending the shortening and flour, the pastry attachment for the commercial mixer, length of mixing time, importance of measuring the liquid accurately, and handling, resting, rolling, and panning the pastry.

TS26:13 Demonstrate preparing and rolling out pastry. Before rolling out the pastry, add more shortening to part of the dough. Show techniques to prevent dough from sticking to the pastry cloth or rolling pin. Bake the dough in strips. Let students examine and taste the two different pie crusts. KEY QUESTIONS: Which pie crust was the most tender? What effect does adding more shortening have on the pastry crust?

TS26:14 Have students prepare pastry for fried pies. Roll the dough out into a rectangle on a marked dough board or pastry sheet Cut into 4" squares. Spoon on canned fruit filling. Fold dough into a triangle over the filling and seal by moistening the lower edge with water. Roll with a pastry crimper or use the tines of a fork to crimp edges together. *Do not* prick or cut to ventilate, because the filling will seep out and cause the fat to burn. Fry and drain pies. Evaluate the crust for flakiness and tenderness. Extra pies could be sold to teachers or students to recover costs.

TS26:15 Invite a baker to demonstrate the preparation of choux and puff pastry. Ask students to review information on both types of pastry dough and to prepare questions for the speaker prior to the class.

TS26:16 Have students use a commercial mix to prepare puff pastry for danish, following the directions on the mix. Assembly line methods may be used, if desired, for rolling out the dough, adding butter, and rerolling. Fill pastries with a prepared filling. Bake and frost. Sell at a "coffee shop" for teachers.

TS26:17 Let students advertise a "Pie Kitchen Sale" and take orders for both single and double crust pies. Use the assembly line method for producing the pies by assigning three students to each group making single crust pies and four students to each group making double crust pies. Use convenience pie fillings.

TS26:18 Discuss other techniques for quantity pie production, using Teaching Aid 126, Quantity Pie Production, for emphasis. KEY QUESTIONS: What would be the advantage of using a pie presser? Why do some bakers prefer the double-panning method for cooking pie crust?

TYPES OF PASTRY FILLINGS

TS26:19 Discuss types of pie fillings including fruit, cream, chiffon, custard, and speciality fillings such as ice cream. Have students name examples of each type of pie filling. KEY QUESTIONS: Which type of fillings are usually baked in the pie crust? Which types use a double crust? Which type of filling is usually served frozen?

PREPARING PASTRY FILLINGS

TS26:20 Demonstrate the use of waxy maize in thickening fruit fillings by the hot-juice method and the use of instant starch in thickening fruit fillings by the cold-juice method. KEY QUESTIONS: Why is the old-fashioned method of preparing fruit fillings seldom used in food service? What form of fruit is most often used in food service?

TS26:21 Demonstrate the preparation of cream and custard type pie fillings for the class. Demonstrate chiffon fillings that can be made by using cream pie fillings and folding in egg whites or whipped cream.

TS26:22 Divide class into groups and have each group select a type of pie to prepare. Provide two or three selections of canned fruit and cream type fillings plus egg whites or whipping cream for making chiffon pies. After pies are baked and cooled, cut and evaluate the appearance. Prepare extra slices on paper dessert plates covered with plastic wrap for sale to teachers or students.

TS26:23 Have students work in groups to prepare tarts filled with a custard filling such as pumpkin, egg custard, or pecan. Bake the tarts and have a panel of teachers evaluate the pies for appearance, texture, and taste. A small award may be presented to the group receiving the most evaluation points. Any extra tarts can be packaged and sold to recover costs for the lab.

TYPES OF TOPPINGS

TS26:24 Discuss the kinds of toppings that can be used on pies. Have students name as many types as possible. Add to the list if necessary. Discuss the purpose that each type of topping serves.

TS26:25 Set up a display of food service convenience products that are used for pastry toppings. Obtain price information and have students figure the cost per serving of adding the toppings.

PREPARING PASTRY TOPPINGS

TS26:26 Demonstrate the preparation of meringue from dried egg whites. Call students attention to the mixer attachment used and the special precautions to prevent oil or grease from coming in contact with egg whites. Cook the meringue. Have students examine the appearance and texture and evaluate the taste.

TS26:27 Demonstrate the preparation of meringue from fresh egg whites. Point out that room temperature egg whites produce more volume, that meringue should be fluffy, thick, smooth, and glossy. Cook the meringue and have students compare the appearance, texture, and taste of this meringue to the same characteristics of the meringue made from dried egg whites.

TS26:28 Have students work in small groups to practice whipping cream to the correct consistency for use as a topping. KEY QUESTIONS: When should sugar and flavorings be added? What happens if the cream is whipped too long? What is the result if the cream is not whipped long enough?

HOLDING AND STORING PASTRIES AND PIES

TS26:29 Discuss proper storage techniques for pastries. KEY QUESTIONS: If pies are to be frozen, should they be baked or frozen before baking? How long can a pie be kept in the freezer? What type of wrapping should be used on pies to be frozen? Which pastries should be kept in the refrigerator until serving time? How long can pies be safely kept in the refrigerator? If a serving situation requires that a pie be held without refrigeration for several hours, which type of pie would be the safest?

TS26:30 Provide some examples of pies that have been frozen incorrectly. One might have not been properly wrapped and have freezer burn, another might have been frozen too long and have absorbed odors, etc. Allow students to examine the pies. Demonstrate proper wrapping materials and techniques for freezing pastries.

GARNISHING AND SERVING PASTRY PRODUCTS

TS26:31 Discuss garnishes that are appropriate for fruit and custard pies. KEY QUESTIONS: Which garnish is appropriate for pie served either warm or cold? Which garnishes are usually only served with fruit pies? Which type of pie is usually served ungarnished?

TS26:32 Invite a utility company home economist or food service industry representative to demonstrate making garnishes, especially the making of chocolate leaves. In the lab let students practice the techniques shown.

27

Basic Service Skills

COMPETENCIES TO DEVELOP

- Welcome guests and oversee customer comfort.
- Handle customer complaints.
- Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods.

OBJECTIVES TO ACHIEVE

- Identify personal skills needed by service personnel.
- Describe factors affecting customer responses.
- Identify types of customers and their characteristics.
- Describe customers who present special problems to service personnel.
- Outline ways to please customers.
- Identify common areas of conflict among food service workers and appropriate ways to resolve the conflicts.
- Describe menus used in food service.
- Identify types of promotional materials and displays used in food service.
- Outline salesmanship techniques effective in food service.
- Summarize methods for managing serving responsibilities.

ASSIGNMENT

- Read Chapter 27 of *Food Production, Managment, and Services.*

PERSONAL SKILLS FOR SERVICE PERSONNEL

TS27:1* Have students view a filmstrip or transparencies which point out employee characteristics that are important for customer satisfaction. KEY QUESTIONS: What characteristics are pointed out as being important for an employee? What special courtesies can contribute to customer satisfaction? Why is it important to get along with other employees?

TS27:2 Have students listen to a panel of restaurant managers or employers discuss employee characteristics which are desirable. KEY QUESTIONS:

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* TS27:1 indicates Teaching Strategy, Chapter 27, Number 1.

How should a customer be greeted? What characteristics can the employee display which will contribute to customer satisfaction? How can courtesy be extended to a customer? Discuss job ethics, attitudes, and communication skills.

TS27:3 Use Teaching Aid 127, Self-Evaluation Checklist for Food Service and Employees, as a self-evaluation and have students rate themselves on desirable employee characteristics for meeting the public. Ask students to write out a plan for self-improvement based on the evaluation.

TS27:4 Ask students to visit a food service establishment outside of class to observe the host, hostess, waiter, and waitress. Note the tasks performed by each employee. Have students write down their observations to discuss in class. KEY QUESTIONS: What special techniques were used to make the customers feel comfortable and welcome? Which employee is responsible for customer satisfaction?

TS27:5 Have students draw slips of paper from a container on which desirable employee characteristics have been written. Ask the student to explain why the characteristic they have drawn is important. NOTE: the following words might be used:

cooperative
courteous
loyal
friendly
sincere
punctual
adaptabable
patient
cheerful

tactful
self-disciplined
polite
dependabable
enthusiastic
thoughtful
respectful
neat in appearance

CUSTOMER RESPONSES

TS27:6 Discuss with students the situations and factors that may cause certain customer responses. KEY QUESTIONS: Does the customer's reason for eating out influence satisfaction or dissatisfaction with food and/or service? What factors influence food choices and habits?

TS27:7 Have students work in small groups to write and role play situations involving employees meeting the public. Have them display desirable employee characteristics in the situations.

TYPES OF CUSTOMERS

TS27:8 Have students listen to a panel of food service managers or employees discuss difficult situations which may occur in a food service establishment. KEY QUESTIONS: What difficult situations may occur with customers in a food service establishment? How can such situations be handled? What problems might occur with customers who are elderly, blind, ill, in wheelchairs, noisy, angry, early and late customers, and children?

TS27:9 Discuss different types of customers and suggest ways of resolving situations so that the customer is happy. Have students draw slips of paper from a container on which the following customer characteristics have been written (discuss these characteristics):

- indecisive guest
- young guest
- elderly guest
- blind guest
- physically handicapped guest
- ill guest
- intoxicated guest
- dieting guest
- noisy guest
- angry guest
- complaining guest
- joking or overfamiliar guest

TS27:10 Use Teaching Aid 128, Problem Situation Skits, having students read the problems and role play the problem situations. Discuss appropriate solutions for the situations. If possible, videotape the role play for playback and discussion.

TS27:11 Describe to the students appropriate procedures for handling complaints. Explain the statement: "The guest may not always be right, but the guest is never wrong." KEY QUESTIONS: Why should the host/hostess never argue with a guest? Why should the customer be approached in a friendly spirit and not allowed to be put on the defensive?

PLEASING CUSTOMERS

TS27:12 Use Teaching Aids 129, The Happy Customer, and 129-2, The Happy Customer (Answer Sheet) to encourage practice in handling situations effectively. Discuss other solutions that might be equally effective in keeping the customer happy.

TS27:13 Describe and discuss the proper procedures for the host or hostess to use in welcoming the guest, determining the number of people to be seated, and escorting guests to their table. KEY QUESTIONS: Why should the host/hostess remember the names of frequent guests? How should the host/hostess handle the problem of many guests waiting for a table? Where should elderly persons or persons in wheelchairs be seated? Why should the host/hostess remember seating preferences of frequent guests? When does the host/hostess present the menu?

TS27:14 Describe the procedure used by the host or hostess for the departing guest. KEY QUESTIONS: When should guests be assisted with wraps? Why should the host or hostess express the hope that the service is satisfactory and that the guests will come again? Why is it important to offer the guests a pleasant good-bye?

TS27:15 Have students work in pairs to discuss the following questions: Why should the host acknowledge a mistake promptly? Why should the host express sincere regret for the occurence? Why should the host offer to exchange or substitute food which is unsatisfactory? Why should the host report difficult and unreasonable complaints to the manager for settlement? Why should the host report all serious complaints and those involving business policy and regulations to the management? Let each group share their answers to the class. Discuss and correct any misinformation.

TS27:16 Have students role play the many small gestures which make dining out a pleasure and have other students identify the gesture. Some examples are listed below:

- Assist customers with packages and wraps.
- Provide high chairs, bibs, and a cookie or cracker for young children.
- Bring a newspaper to a person who is eating alone or waiting for the arrival of a friend.
- Correct any window glare or draft to ensure your guests' comfort.
- Describe menu items and answer questions cheerfully when asked.
- Provide prompt service.
- Meet special requests, if possible.
- Use good manners at all times.

CO-WORKER COOPERATION

TS27:17 Discuss with students areas of responsibility in food service that may create conflicts among co-workers. Include in the discussion the necessity for being cooperative with co-workers, doing one's share of cleanup work and preparation for the next shift, picking up orders in turn, and handling tips fairly and honestly. KEY QUESTIONS: How will customers react if they are aware of disagreements and conflict between restaurant personnel? What are some effective ways to settle disagreements or conflicts between co-workers?

TS27:18 Have students who have worked in food service share actual situations that have created conflict among employees or give case situations from personal observations for the students to discuss. Ask students for possible solutions, then discuss which solution would solve the problem with the least conflict.

MENUS USED IN FOOD SERVICE

TS27:19 Have students differentiate between an a la carte and a table d'hote menu. KEY QUESTIONS: What is the major difference between a la carte and table d'hote? What type of menu is used at your favorite restaurant?

TS27:20 Have students look at menus from several different food service establishments. NOTE: Have them identify the type of menu (a la carte or table d'hote), indicate the descriptive words, and compare the prices. Ask students which menu would indicate a restaurant appropriate for a student? an office worker? a shopper? a patient? someone who is entertaining a client?

TS27:21 Give students a list of menu terms and food terms that the host, hostess, waiter, and waitress should know. Provide a separate list of the definitions. Have students work in groups to match the definitions with the terms. Discuss the answers in class.

TS27:22 Ask students to listen to a tape recording of the correct pronunciations of menu terms and food terms. Have students pronounce each term correctly as it is given on the tape. Have students look at a list of the same terms as they are pronounced in unison by class and teacher. Have students pronounce the list of words individually for the teacher. Review any words that are mispronounced.

TS27:23 Discuss questions or interpretations of menus that might be asked for by customers. Include questions such as the following: Which foods might already be prepared? Which foods would be cooked to order? What does "in season" mean and when would those foods be available? How are daily specials and soup choices determined? Will this information be included on the menu or provided by the server?

TS27:24 Have students study a sample menu. Explain how each item is prepared and the approximate time required. Which items should be suggested to a customer who is in a hurry? Why should you tell a customer the time required to prepare an item if it takes a long time? Why might you suggest an appetizer to a customer who selects an entree requiring extra time for preparation?

DISPLAYS IN FOOD SERVICE

TS27:25 Discuss various promotional materials and displays used in food service. KEY QUESTIONS: How might the menu promote sales? Would a display of the various cuts of meat be a good promotional display? Could a display or cart of desserts be used to increase sales of dessert items?

SALES TECHNIQUES

TS27:26 Divide students into four groups. Let each group write descriptive words to "whet the guest's appetite." Report to the class and compile a master list of appetizing, descriptive words which could be used to sell the menu.

TS27:27 Ask students to describe suggestive selling techniques. Discuss how direct suggestions regarding menu items may increase the total bill. Why are direct suggestions more effective than indirect suggestions?

TS27:28 Have students role play situations where the waiter/waitress is using suggestive selling techniques. Have students playing customers resist the sales techniques in some cases. Following the role play, ask students to evaluate the selling techniques that were used and offer suggestions for improvements.

MANAGING SERVING RESPONSIBILITIES

TS27:29 Discuss the importance of organization for service personnel. Point out that time saved by making fewer trips during serving, creates more time to serve other customers and this results in more tips for the server. Ask students to suggest ways that time and energy can be saved and list them on the board.

TS27:30 Demonstrate to students procedures for loading and carrying a tray. Have students practice loading and carrying trays using nonbreakable dishes or pans weighted with potatoes, dried beans, or canned goods. KEY QUESTIONS: Where are the heaviest items placed? the lightest items? Why are full cups not placed on saucers? Why should hot dishes not touch cold dishes? Why should teapot and coffeepot spouts be turned in and away from plates of food? How is the tray picked up? Where should it be carried if it is large? if it is small? How is the tray brought down? Why is it important not to overload the tray?

TS27:31 Discuss ways that service personnel can help reduce costs and save money in the food service establishment. KEY QUESTIONS: How can breakage of dishes and glassware be controlled? How can waste of food and supplies be reduced?

TS27:32 Use Teaching Aid 130, Sample Guest Check, to let students practice filling out guest checks properly. Point out that errors on guest checks can cut the restaurant's profit and create customer and employer dissatisfaction.

28 Sidework

COMPETENCIES TO DEVELOP

- Perform opening, closing, and sidework duties.
- Sort, count, and store utensils at designated places.
- Clear items from tables and remove soiled items from tables and stations.

OBJECTIVES TO ACHIEVE

- Identify persons responsible for sidework duties.
- Demonstrate sidework routines typically performed before, after, and during serving hours.
- Describe a work station and a service stand.
- Identify the equipment and supplies used in sidework.
- Demonstrate procedures for performing work area duties.

ASSIGNMENT

- Read Chapter 28 of *Food Production, Management, and Services.*

SIDEWORK RESPONSIBILITIES

TS28:1* Use Teaching Aid 131, Sidework and Bussing, and discuss with students the definition and tasks involved in sidework. KEY QUESTIONS: When is this work done? Which employees do these tasks?

TS28:2 Discuss which personnel are responsible for sidework. KEY QUESTIONS: If dining room attendants are not used by a restaurant, who does the sidework? If dining room attendants are employed, what are the sidework duties of the waiter or waitress?

TS28:3 Ask students to interview the owners or managers of various types of food service establishments. Have them describe the responsibilities of their employees regarding sidework. Is sidework responsibility similar in all types of restaurants? What experience is needed for employment? Have students compare their findings.

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* TS28:1 indicates Teaching Strategy, Chapter 28, Number 1.

TS28:4 Divide students into small groups. Have students simulate waiting tables in a restaurant. Have one group role play customers coming in for lunch. Have other groups of students set tables, take orders, serve food (pretend), and clear tables. Rotate duties among all the groups for practice. KEY QUESTIONS: Which responsibilities should be shared? Would several people share these tasks in a restaurant or would each task be performed by a different person?

SIDEWORK ROUTINES

Opening Duties

TS28:5 Have students make a list on the chalkboard of sidework duties that need to be done before opening the restaurant for service. KEY QUESTIONS: Are sidework duties different at different types of food service facilities? how?

TS28:6 Explain to the students the importance of doing opening sidework. KEY QUESTIONS: Why is sidework important? What situations might develop if the sidework is not done? How could not doing sidework cause confusion? How could the waiter or waitress be slowed down if the sidework is not done? How might customers be affected if the service is slow?

TS28:7 Have students give examples of opening sidework tasks in the food service laboratory. After the students give examples ask them to describe how each sidework task should be performed.

TS28:8 Have students divide into small groups and evaluate each other performing sidework duties in the laboratory. Discuss the evaluations and brainstorm for ways to improve or save time.

TS28:9 Explain why it is important to correctly arrange supplies and equipment on a beverage cart. KEY QUESTIONS: Why is it important to have supplies and equipment in order? How can putting items on the beverage cart in a certain order and knowing exactly where everything belongs save you time and energy?

Closing Duties

TS28:10 Discuss closing sidework duties with students. Have students list duties as they are discussed. Compare closing duties to opening duties. KEY QUESTIONS: Are the duties at opening and closing different? how?

TS28:11 Discuss how closing sidework duties differ if it is the end of the day or only the end of a shift. KEY QUESTION: What jobs would be done only at the end of the day?

During Serving Hours

TS28:12 Ask students to describe the sidework duties that should be performed during serving hours. Ask for volunteers to demonstrate one or more sidework duties. Be sure the demonstrations include restocking supplies, cleaning and filling condiment containers, cleaning ashtrays, removing dirty dishes from tables, cleaning and resetting the tables, and cleaning up spills from chairs and floors.

WORK STATION AND SERVICE STAND

TS28:13 Ask students to define work station, service stand, side stand, and booster stand. KEY QUESTIONS: What are the major differences between a side stand and a booster stand? Where is the work station located?

TS28:14 Have students work in small groups to create a check list of items and amounts needed to supply a service stand. Use Teaching Aid 132, Supplies for Managing Service Stands, as a comparison with students' checklists. Discuss items that may have been overlooked or added.

TS28:15 Explain to students the importance of doing inventory at the service stand. Demonstrate how to do inventory by counting all the supplies before service begins and after service ends. KEY QUESTIONS: Why should all supplies be stored in an organized manner? Why should a list of the necessary inventory be posted at each service stand?

TS28:16 Demonstrate to the students how to count and handle linens. Discuss how to report tears and difficult stains to the laundry. KEY QUESTIONS: How can rotation of linens be achieved? Should napkins be used as service cloths? why or why not?

TS28:17 Divide the class into three groups to review and present information on sidework duties pertaining to service stand foods. Group One may report on garnishes, accompaniments, and condiments; Group Two may report on ice and beverages; and Group Three may report on breads and desserts.

EQUIPMENT AND SUPPLIES USED IN SIDEWORK

TS28:18 Discuss the procedures for cleaning small equipment used in sidework duties. Demonstrate the proper cleaning methods for ice storage bins, tea containers, coffee urns, vacuum coffee makers, and pumps and dispensers. KEY QUESTIONS: Why is it essential to keep the coffee maker clean? Why should you avoid using metallic pots when preparing tea? When and how often should the equipment be cleaned?

TS28:19 Discuss the inspection, handling, and storage of dishes, glassware, flatware, and service articles. KEY QUESTIONS: What should be done with cracked or chipped dishes or glassware? If glasses have water spots, how should they be polished? How is flatware polished?

WORK AREA DUTIES

TS28:20 Explain to students the importance of dusting before vacuuming. Treat a dust cloth and demonstrate how to dust. Let students practice by dusting the laboratory. Explain the importance of not scattering the dust.

TS28:21 Demonstrate the proper cleaning techniques for hard-surface floors. KEY QUESTIONS: What equipment should be used to clean hard-surface floors? In what direction should the strokes be made? How is the dirt collected and disposed of?

TS28:22 Ask students to list surfaces that need to be cleaned daily and surfaces that need to be cleaned weekly and monthly. Be sure the lists include light fixtures, artifical and live plants and flower arrangements. As students practice or perform each cleaning task, it can be crossed off the list.

TS28:23 Demonstrate proper use and care of the vacuum cleaner. Let each student practice using the vacuum. KEY QUESTIONS: When should the vacuum bag be changed? What type of stroke is used when vacuuming? How does an electric broom differ from a vacuum? How does a carpet sweeper differ from the electric broom and the vacuum? How and when is the carpet sweeper used? What advantages would a wet/dry vacuum have, especially for the kitchen?

29

Styles of Service

COMPETENCY TO DEVELOP

- Utilize appropriate customer service procedures.

OBJECTIVES TO ACHIEVE

- Describe the styles of service.
- Describe examples of dining room service.
- Demonstrate correct procedures for setting tables.
- Identify types of table settings.

ASSIGNMENT

- Read Chapter 29 of *Food Production, Management, and Services.*

STYLES OF SERVICE

Counter Service

TS29:1* Define counter service. In small groups or as a class have students brainstorm to name places where food is served at a counter. List characteristics of counter service on the board as students name them.

TS29:2 Have students view a film or listen as a counter server describes procedures for serving from the time the customer sits down. KEY QUESTIONS: In what order are guests served? When is the check presented? Why is it important to keep the work area spotless?

TS29:3 Have students pretend to be counter workers. Let each student draw a slip of paper from a large bowl. Each slip lists food orders which need a cover set. Have the students set up the appropriate cover and explain why it is set that way. Examples of food orders are

- pie and coffee
- luncheon salad, toast, coffee, and ice cream
- open-faced toasted cheese sandwich, French fries, milk, and cake
- bowl of soup, toast, coffee, and pudding
- omelet, toast, and coffee
- waffle, ham, orange juice, and hot tea

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* TS29:1 indicates Teaching Strategy, Chapter 29, Number 1.

TS29:4 Have students role play procedures for counter service. Have them include the following steps: greet guest, bring filled water glass and present menu, take order, call in the order, set cover, serve and remove each course, clean counter after main course, place check, face down, at guest's left, and thank the guest.

Trayline Service

TS29:5 Ask students to observe procedures used for serving in the school or another cafeteria. KEY QUESTIONS: What personnel are required? What are the duties of cafeteria serving personnel? Supply person? Food checkers? Bus persons?

TS29:6 Set up the food service lab for cafeteria service for several meals. Rotate jobs until everyone has served, supplied the counter, been a food checker, and bussed tables.

Seated Service

TS29:7 Use Teaching Aid 133, Basic Rules for Table Service. Discuss the basic rules and explain reasons for observing these rules.

TS29:8 Have students review information on the types of seated service used in restaurants and dining rooms. KEY QUESTIONS: Which type of service is identified as plate service? Which type of service uses a cart for serving food? Which type of service is the most formal and also requires the most personnel?

TS29:9 Have students view slides of different types of service used by restaurants. KEY QUESTIONS: What differences can you see in placement of table appointments in various restaurants? Can you tell by the table appointments what the type of service is?

American Service

TS29:10 Explain American service to the students. KEY QUESTIONS: When would this type of service be used? What are the advantages of American service? What are the disadvantages? Why is American Service defined as plate service? What is the general rule of American style serving? From which side is the food served? From which side are beverages served? How are soiled dishes removed?

TS29:11 Demonstrate to the students the correct placement of table appointments for a cover for American service. Give the name and purpose of each table appointment.

French Service

TS29:12 Explain French service to the students. KEY QUESTIONS: Why is French service called cart service? How many servers are involved in French service? How is food brought to the table? What are the advantages of French service? the disadvantages? What is the general rule of French service? Explain the use of a finger bowl. From which side of the guest is the food served? Where are the butter, bread, and salad plates placed? When is the table cleared?

TS29:13 Ask the students to set up a table with the correct appointments for using French service. Give the name and purpose of each table appointment. KEY QUESTIONS: Where is the hors d'oeuvre plate placed? napkin? dinner fork? dinner knife? soup spoon? water glass? wine glass? Since coffee is not served during dinner, where is the coffee spoon placed? When are finger bowls placed on the table? Students may refer to the diagram on page 379 of the *Food Production, Management, and Services*.

Russian Service

TS29:14 Explain Russian service to the students. KEY QUESTIONS: What are the advantages of Russian service as compared to French service? the disadvantages? How is food transferred from the silver serving platter to the guest's plate? Why is the food served from the left? At what seat does the service begin and in which direction does the service proceed?

English Service

TS29:15 Explain English style service. Have students role play English service in groups of four or six. One student should be the host and one the hostess. KEY QUESTIONS: How is family service similar to English service? How many servers are needed for English service? What foods are served by the hostess?

Buffet Service

TS29:16 Explain buffet service to the students. Discuss the major differences between a regular buffet, a French buffet, and a smorgasbord. KEY QUESTIONS: How are food, dishes, and flatware arranged? How is the dessert served? What are the advantages of buffet service? What are the disadvantages?

TS29:17 Have students watch a demonstration on the correct table setup for buffet service. Discuss the arrangement of plates, flatware, napkins, and food items. KEY QUESTIONS: If flatware and napkins are not placed on the buffet table, where are they located? What jobs may be performed by servers during buffet service?

Banquet Service

TS29:18 Explain how banquet service differs from buffet service. Include the number of people being served, set menu, and the number of servers in the discussion. KEY QUESTIONS: Which two styles of service are combined to form banquet service? Which foods are placed on the tables before guests arrive?

TS29:19 Set up one example of tableware for each of the different types of table service. Have students identify the type of service by the placement of the tableware. Review the number of servers required for each type of table service. NOTE: This activity may be used for evaluation or review.

TABLE SETTINGS

TS29:20 Ask students to identify items needed to set the table. Divide the class into groups and have each group set a table for a specified meal and a particular type of service. Have each group explain their table setting to the other students. Correct and explain any misinformation the students give in their reports to the class.

Covering the Table

TS29:21 Demonstrate the quick and efficient method of placing a tablecloth on the table as described on page 376 of *Food Production, Managment, and Services.* KEY QUESTIONS: Why is it important to center the cloth on the table? How are ashtrays and other objects transferred to the clean cloth?

TS29:22 Discuss where place mats are placed in relation to the edge of the table. Ask students to demonstrate the correct alignment of different sizes and shapes of place mats, including paper mats.

Setting the Table

TS29:23 Have students write out definitions of the term "cover." Discuss the definitions in class. Also discuss the importance of the cover being complete and neatly arranged.

TS29:24 Have students look at examples of covers that have been set up for various meals. Point to various items in the cover. Have students identify the item and tell whether or not it is located in the correct place. NOTE: Include some distractors in the examples.

TS29:25 Explain to students that the traditional placement of items may vary from restaurant to restaurant and that it is important to carefully follow directions given by the employer.

Napkins

TS29:26 Use Teaching Aid 134, Simple Napkin Folds. Folding cloth napkins may be part of the sidework duties between serving hours in some restaurants. Provide cloth napkins for students to practice the different types of folds. Explain the importance of using only spotlessly clean napkins and treating all linens with care. KEY QUESTIONS: Which napkin folds were the easiest? Which would be the most decorative?

TS29:27 Discuss the correct placement of napkins on the tables. Again, it is the management's choice in each restaurant and employees should follow instructions. KEY QUESTIONS: What are some ways that napkins are presented in trayline service? If the napkin is folded flat and put on the left of the plate, where should the folded edge be?

Flatware

TS29:28 Demonstrate and discuss correct placement of flatware with students. KEY QUESTIONS: On which side of the plate are forks placed? In which direction is the cutting edge of the knife placed? Where should spoons be placed? If more than one spoon is to be used, which should be on the outside? How far from the edge of the table is the flatware placed?

TS29:29 Assemble a variety of flatware place settings. For example, the place settings might include the following:
1) one knife, one fork, and one teaspoon
2) one knife, two forks, and one teaspoon
3) one knife, two forks, and two spoons
Have students select a place setting and practice putting the flatware in the correct position.

Glassware

TS29:30 Discuss the placement of glassware on tables. Explain that glassware may be placed in order of use or in order by size. KEY QUESTIONS: Where should a water glass be placed? Where should the iced tea glass be placed?

Dishes

TS29:31 Demonstrate the various placements of dishes according to style of service. KEY QUESTIONS: If a dessert plate is included on a banquet table, where should it be placed? Where should the salad plate be placed? In which style of service would a dinner plate be placed in the cover when setting up before guests arrive?

Accessories and Condiments

TS29:32 Have students review the list of accessories and condiments included in *Food Production, Management, and Services* (p. 378). Ask them to list in three columns the items appropriate for breakfast, lunch, and dinner service. Discuss the lists in class. KEY QUESTIONS: Which items are included in all three lists? Which are only in one list? When should candles and flowers be replaced?

TS29:33 Divide students into small groups. Have students set up tables for different styles of service. Have students check the tables set up by other groups. KEY QUESTIONS: Are all table appointments in their proper places? Are all necessary appointments included on the table? If not, what changes need to be made?

30 Table Service

COMPETENCIES TO DEVELOP

- Take dining reservations and determine seating needs, using space and personnel effectively.
- Welcome guests and oversee customer comfort.
- Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods.
- Relay orders to kitchen or serving counter.
- Pick up orders in kitchen, and verify by scanning filled plates and trays.
- Serve food and beverages in prescribed manner.
- Provide appropriate accompaniments with each course.

OBJECTIVES TO ACHIEVE

- Demonstrate assigning guests to tables.
- Demonstrate greeting and seating guests.
- Demonstrate how to present menus to guests.
- Demonstrate procedures for writing orders.
- Describe procedures for placing orders in the kitchen.
- Cite steps in picking up, assembling, and inspecting orders.
- Describe the order of service for breakfast, lunch, and dinner.
- Demonstrate serving food and beverages.
- Demonstrate correct removal of dishes from the table.

ASSIGNMENT

- Read Chapter 30 of *Food Production, Management, and Services.*

WELCOMING AND SEATING GUESTS

TS30:1* Have students observe a floor plan of a restaurant. Identify the different work stations. KEY QUESTIONS: Who has the responsibility for keeping the work load equal between work stations? What might happen if the work load is not kept equal? Ask students to describe appropriate seating for the following customers:

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* TS30:1 indicates Teaching Strategy, Chapter 30, Number 1.

a) an individual or party who appear to be noisy and disruptive
b) a family with a small child who requires a highchair
c) a blind guest
d) a guest in a wheelchair
e) a party including smokers

TS30:2 Conduct a class discussion on the job titles and responsibilities of the maitre d'hotel, headwaiter/headwaitress, and host/hostess. KEY QUESTIONS: What should the host/hostess do if the party does not have reservations? How might the size of the party affect where the greeter seats the guests? Should help with wraps and parcels be offered? Who should be offered the first seat in a party of two? in a larger party?

TS30:3 Have students practice and discuss correct techniques for greeting and seating guests as outlined in the *Food Production, Management, and Services* (p. 383). Students may take turns playing the various roles. "Guests" should be grouped in different sized parties to present as many possiblilites as possible for the practice session. KEY QUESTIONS: What should be done if guests cannot be seated immediately? What assistance should be given when seating customers on sofa seats at a wall table?

PRESENTING MENUS

TS30:4 Discuss the presentation of the menu to guests. KEY QUESTIONS: To whom should the first menu be presented? From which side are menus presented? When presenting menus to a large party, where should one start? In which direction should one proceed? What tasks should be performed while guests study the menu? What information should be provided?

TS30:5 Demonstrate and discuss with students the use of suggestive selling techniques when presenting the menu to guests. Use some helpful phrases like the following:

1. "I just served the prime rib at another table and it looks delicious."
2. "The shrimp scampi is one of our specialities."
3. "A lot of people have enjoyed the taco salad."
4. "Our regular guests order gumbo frequently."
5. "I had the ham quiche for lunch, and it was delicious."

TS30:6 Have students role play explaining items on the menu. Have them use descriptive words to increase a customer's appetite, the size of the check, and the tip. The following descriptive terms might be helpful:

- "piping hot"
- "green"
- "cold"
- "plump"
- "fresh"
- "chilled"
- "iced"
- "crisp"
- "young"
- "tender"

WRITING ORDERS

TS30:7 Demonstrate to the class the correct procedures for taking orders. KEY QUESTIONS: How does the employee know that the customer is ready to order? How does the employee remember which order belongs to each person?

TS30:8 Have students list all the information needed on the guest check. Discuss the lists and be certain they include the following:

- a) date
- b) table number
- c) your name
- d) number in party
- e) locator code
- f) cooking instructions
- g) type of salad dressing
- h) type of bread
- i) sauce or condiments
- j) choice of vegetable

TS30:9 Duplicate copies of Teaching Aid 130, Sample Guest Check, or provide actual guest check pads for students to practice taking orders. Ask students to review the abbreviations included in *Food Production, Management, and Services* (pp. 385-387). Have students practice taking orders (using abbreviations) from each other. Mix up the orders and have students draw one and interpret it for the class. NOTE: If students have trouble writing, list the menu items on the ticket so the student can check items the customer orders. A help for both poor readers and writers is to use numbered menu items so that customers order by number. Make clear that for the student to be employable as a waiter or waitress, sufficient reading and writing skills must be present. Also important is to stress that the method of taking food orders will vary between restaurants.

PLACING ORDERS

TS30:10 Provide students with sample orders. Ask students to summarize the orders before placing the order in the kitchen. Discuss the summaries in class. KEY QUESTIONS: Which items on the order should be turned in to the kitchen? For which items are the waiter/waitress usually responsibile?

TS30:11 Discuss the various methods that may be used for placing orders in the kitchen including computer, written, or oral. KEY QUESTIONS: What are the advantages of using the computer method of turning in orders? How are written orders kept in proper sequence? What are some common abbreviations used when calling out orders?

TS30:12 Have students practice placing orders in the kitchen. Following the practice discuss the methods used. KEY QUESTIONS: When placing written orders on a spindle, where are new orders placed? What side are orders filled from? Why is it important to keep orders in the same sequence? Where does the cook place the check when the order is complete?

TIMING ORDERS

TS30:13 Discuss the importance of timing when serving food. Point out that the beverage, appetizer, and soup or salad are usually served before the entree. The order should be turned in so that the entree can be served promptly once the guest has finished the appetizer and/or salad. KEY QUESTIONS: How can servers estimate the amount of time it will take to cook the food? If the entree is not ready on time, what should the server do?

PICKING UP ORDERS

TS30:14 Invite some experienced waiters/waitresses to speak to the class on placing, timing, and picking up orders. KEY QUESTIONS: How do you know when the order is ready? Which foods are picked up last? What is the best method for checking the order? When should serving equipment be collected?

TS30:15 Have students work with partners to demonstrate the correct procedure for picking up, assembling, and inspecting orders. NOTE: Stress that students need to know how long in advance to place an order to insure the order will be ready in a reasonable time. KEY QUESTIONS: What types of accompaniments should be gathered while the order is being filled? When is the hot food picked up? Why is it important to check the orders before leaving the kitchen?

TS30:16 Have students observe as a server picks up an order. KEY QUESTIONS: Which items were served while the order was being prepared? Was picking up the order announced? How might the procedure differ in a larger or smaller establishment? How did the sequence used for picking up compare with the following? 1) Collect all serving equipment needed for food and accompaniments, 2) Pick up cold foods, 3) Pick up hot foods last, 4) Pick up hot plates and cold plates. Does the server inspect the order? If so, when should the order be inspected?

TS30:17 Have students develop a checklist to be followed when inspecting an order. Discuss the checklists in class. KEY QUESTIONS: Is the order complete? Is the order correct? Is the order prepared to the guest's specifications? Is it attractive? Are you proud to serve it? What should the server do if the order is incorrect?

SERVING FOOD AND BEVERAGES

TS30:18 Have students view a film or filmstrip on the correct procedure for serving food. Discuss the procedures shown in the film or filmstrip.

TS30:19 Ask students to study the general rules for serving food and beverages as outlined in *Food Production, Management, and Services* (pp. 389-390). KEY QUESTIONS: Who should be served first in a party of six? Who is served first in a party of twelve? In what order are the other eleven persons served?

TS30:20 Have students observe a demonstration on procedures for serving food to customers seated in a booth. KEY QUESTIONS: Which guest is served first? How do you stand when serving? Which hand is used for serving each side of the table?

TS30:21 Ask students to draw a slip of paper, from a container, having a specific serving task written on it. Have students demonstrate, or write, a description of the correct procedures for performing the task when serving guests.

TS30:22 Prepare a "question box" for questions relating to the order of service for breakfast, lunch, and dinner. Give students the opportunity to place questions in the box. Draw out questions for class discussion.

Breakfast

TS30:23 Ask students to demonstrate the sequence of steps in serving breakfast by using empty dishes. Have some student "guests" seated at tables.

TS30:24 Discuss breakfast customer profiles with students. KEY QUESTIONS: How is the breakfast customer different from customers at lunch or dinner? What is the first thing most customers want? What condiments are usually offered?

Lunch

TS30:25 Demonstrate the sequence of steps in serving lunch. Show the service of soup, salad, entree, bread, beverage, and dessert. Ask students to prompt and narrate the demonstration as it progresses.

TS30:26 Ask each student to list the correct sequence of steps for serving a quick lunch of soup and salad or a sandwich with a beverage. Compare and discuss the lists.

Dinner

TS30:27 Show a film or video tape on formal dinner service. Stop the film at points where discussion might reinforce learning, then continue. Encourage students to ask questions both during and after the screening.

TS30:28 Discuss and list on the chalkboard the general rules for formal dinner service. Ask students to review information in *Food Production, Management, and Services* (pp. 392-393) and determine if the list on the chalkboard is accurate and complete. Revise the rules if necessary.

REMOVING DISHES FROM THE TABLE

TS30:29 Use Teaching Aids 135, Steps for Removing Dishes from Occupied Tables, and 135-2, Clearing Dishes from a Vacant Table, to review steps for clearing and cleaning the table. KEY QUESTION: Why should tables be cleared and cleaned as quietly and as quickly as possible?

TS30:30 Demonstrate the correct steps for clearing and cleaning the table. KEY QUESTIONS: When should plates be removed? How many dishes should be picked up at one time and taken to the kitchen? why? How can trays and carts be used to save steps? How should glassware be picked up? How should plates be picked up? How should flatware be handled to prevent its dropping to the floor? Should dishes be scraped before they are stacked? Should large dishes be stacked on smaller dishes? Should glasses or cups be stacked inside one another? When and where should crumbs be wiped from the table? How is the table cleaned? Where should dirty dishes be taken?

TS30:31 Have students sit in a circle to take turns drawing and answering question cards. NOTE: Write questions from the preceding learning experience or other similar questions on index cards. Repeat until students can answer correctly and quickly.

TS30:32 Set a table to appear as it might at the end of a meal. Let students role play to practice removing plates using the procedure outlined by the teacher. Ask students who play the roles of guests to suggest ways to improve the removal of dishes.

31

Counter and Self-Service

COMPETENCIES TO DEVELOP

- Welcome guests and oversee customer comfort.
- Present menus, answer questions, encourage purchase of additional menu items, and take food orders following prescribed methods.
- Relay orders to kitchen or serving counter.
- Pick up orders in kitchen, and verify by scanning filled plates and trays.
- Package take-out orders, and serve take-out customers.
- Serve food and beverages in prescribed manner.
- Provide appropriate accompaniments with each course.

OBJECTIVES TO ACHIEVE

- Identify the types of counter service and self-service.
- Describe procedures for preparing the facility for counter service and self-service.
- Describe procedures for taking and relaying orders.
- Identify food preparation tasks performed by counter service personnel.
- Summarize procedures for sanitizing the food service counter.
- Outline procedures for serving counter and self-service orders.
- Describe procedures for packaging take-out orders.

ASSIGNMENT

- Read Chapter 31 of *Food Production, Management, and Services*.

COUNTER AND SELF-SERVICE

TS31:1* Discuss the various types of counter service and self-service food facilities. Ask students to define counter service, buffet service, cafeteria service, tray service, and automated self-service. KEY QUESTIONS: What are the major differences in the above types of service and formal, seated restaurant service? What are the advantages of counter service and self-service for the customer?

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* TS31:1 indicates Teaching Strategy, Chapter 31, Number 1.

Counter Service

TS31:2 Discuss the differences between table service and counter service. KEY QUESTIONS: What are the advantages of counter service for the customer? Is this style of service less expensive than table service? why or why not?

TS31:3 Take students to visit a restaurant with counter service if possible. Plan the visit during a slow time at the restaurant and let students order something to drink. Have students observe the service. Ask students to prepare a brief written report on their observations. Discuss the reports in class.

TS31:4 Set up a simulated counter service and have students practice preparing the counter for service, taking and relaying counter orders, preparing food for counter service, and serving food at the counter. Students may refer to the *Food Production, Management, and Services* (pp. 396-399) for information.

TS31:5 Have students listen to taped interviews of servers or other counter employees describing the procedures for taking and placing a customer order. KEY QUESTIONS: How does the employee know when the customer is ready to order? How are orders recorded or relayed? How does the employee remember which order belongs to each person?

TS31:6 Have students view a diagram of a self-sufficient back bar. KEY QUESTIONS: What type of equipment is included in a self-sufficient back bar? List some features of the self-sufficient back bar? Can the customer see the meals being prepared?

TS31:7 Demonstrate some counter food preparation responsibilities to the students. Show students how to dispense milk, juice, and soft drinks. Provide easy steps for students to follow when making coffee and tea. Discuss other items of food that servers prepare at a self-sufficient back bar. KEY QUESTION: How might the establishment's policy affect the preparation of an item, the portion size, and how the item is to be served?

TS31:8 Have students take turns operating equipment ranging from mixers to toasters. Let students work with the different pieces of equipment to become thoroughly familiar with the equipment used in counter service.

Self-Service: Cafeteria

TS31:9 Arrange for the class to help prepare the school cafeteria for lunch service if scheduling permits. Demonstrate and help students to 1) polish and clean surfaces, 2) replenish supplies, 3) assemble condiments and pre-packaged food items, 4) prepare cold pans or tables, 5) prepare steam tables and hot counters, 6) assemble adequate supply of dishes, flatware, and serving utensils, 7) prepare hot and cold beverages, 8) arrange attractive displays of hot and cold foods. If scheduling prevents actual experience in preparing the cafeteria for lunch service, visit the cafeteria with the class, after lunch, and demonstrate the preparation jobs that take place in different areas.

TS31:10 Invite a cafeteria worker (not from school cafeteria) to speak to the class. KEY QUESTIONS: What type of duties are performed before serving hours? Is each employee assigned to a certain job? Is there a special way the food is arranged? If so, how? Why should salads be arranged to contrast in color? How should desserts be grouped?

TS31:11 Demonstrate portioning and serving food as it would be done in a cafeteria. Include examples of salads, entrees, and vegetables. Explain how desserts are pre-portioned prior to serving hours. KEY QUESTIONS: Why is portioning so important? Why should food particles be wiped from the rims of plates before handing them to the customer? Is it important for food to be attractively displayed?

TS31:12 Have students observe in a cafeteria where the customers serve themselves. KEY QUESTIONS: Do customers serve all items? Which items are usually served by the counter workers?

TS31:13 Assign each person one part of the serving line. Have each student explain to the rest of the class what the jobs would be for his or her assigned area.

TS31:14 Discuss methods used in cafeterias to replenish food and supplies during serving hours. KEY QUESTIONS: Why should pans be kept filled? Should fresh food be put into pans with remaining food? why or why not?

TS31:15 Ask students to list the duties of dining room attendants in cafeterias. Discuss the lists in class and delete or add tasks if necessary.

TS31:16 Discuss in class the duties associated with closing a cafeteria counter at the end of the serving period. KEY QUESTIONS: Why should food be properly stored? Why should all equipment and holders be emptied and cleaned?

TS31:17 On 3 x 5 cards print various questions about cleaning the serving line. Have each student select a card. Ask them to read the question and answer it for the other classmates. NOTE: Make up questions with your serving line equipment in mind.

Self-Service: Buffet

TS31:18 Have students arrange a buffet serving line for a luncheon. KEY QUESTIONS: Where are the guest plates placed? What types of food are included on the buffet table? Can the guests walk around the table easily and serve themselves? How will beverages, bread and butter, and desserts be served? NOTE: This type of service may be used in a lab situation, or it may just be set up with empty, labeled dishes to give students practice.

Self-Service: Take-Out

TS31:19 Have students brainstorm to list foods featured by take-out services. KEY QUESTIONS: What makes take-out service so popular? Where are the take-out services usually located? why? What type of people enjoy the facilities?

TS31:20 Have students role play in pairs a situation where one student packages the other student's order. Place the order in disposable containers, sacks, boxes, etc. KEY QUESTIONS: Should the customer be asked if he or she wants salt or any other condiments? What utensils are necessary? Should napkins be provided? Have students switch roles so each student has an opportunity to package the food.

TS31:21 Have students observe a drive-thru facility where take-out orders are offered. Ask students to describe the procedures they see. KEY QUESTIONS: When was your order taken? Was your order repeated? How was your food packaged? Did you receive the necessary sauces? Was there a lid on your drink? why?

Self-Service: Automated

TS31:22 Discuss automated food service including vending machines and automats. KEY QUESTIONS: What types of food may be purchased from vending machines? Where are vending machines generally located? Where are automats located? Is the food offered by an automat different from the food offered in vending machines? Who prepares foods that are dispensed in vending machines? Are special safety precautions necessary?

32 Other Types of Food Service

COMPETENCIES TO DEVELOP

- Set up rooms for catered parties.
- Serve food at customer's table, a seated banquet, or special occasion.
- Pack and transport food, beverages, utensils, and equipment.
- Maintain quality of transported food.
- Unload and deliver food and beverages.
- Serve food and beverages to guests or patients in their rooms.
- Check guests' or patients' needs and supply needed items.
- Pick up food carts, and empty trays from patients, guests, or customers.
- Pick up and return trays, dishes, utensils, and equipment to dishwashing area.
- Prepare artistic food displays for serving lines, buffets, soup and salad bars, and special events.

OBJECTIVES TO ACHIEVE

- Demonstrate setting up rooms for special occasions.
- Outline procedures for banquet service.
- Identify equipment and procedures used for packing and transporting food, utensils, and equipment.
- Demonstrate preparation and service techniques used in catering.
- Outline procedures for assembling patient trays.
- Describe procedures for delivering trays to patients.
- Identify procedures for preparing, transporting, and serving room service orders.
- Describe opportunities for showmanship when preparing, decorating, and displaying food.

ASSIGNMENT

- Read Chapter 32 of *Food Production, Management, and Services.*

SETTING UP ROOMS FOR SPECIAL OCCASIONS

TS32:1* Discuss factors that need to be considered when arranging tables for special events. These factors may include the following:

1. The type of function
2. The number of guests
3. Formal or informal service
4. The amount of equipment and number of servers needed
5. The shape of the room and any obstructions in it such as posts or pillars
6. Whether a head table will be used and, if so, how many guests are to be seated there

TS32:2 Ask students to review information on the various shapes in which long tables may be arranged. Have students work with paper cut to scale of tables and arrange the different shapes on floor plans of banquet rooms. Have them work out the best arrangement for parties of 20, 35, 50, and 100 persons in different sizes of rooms.

TS32:3 Have students work out table arrangements using folding tables with tops that adjust from square to round. Remind students that this type of table can also be used to create a half-round or oval shape. KEY QUESTIONS: Which shapes and arrangements of tables are the easiest and quickest to serve? In a hotel or restaurant, who would work out the seating and table arrangements for banquets? Who would be responsible for setting up the platform or dais for the head tables and arranging the banquet tables and chairs in the room?

TS32:4 Discuss efficient methods of setting the tables for a very large banquet. KEY QUESTIONS: How should the tablecloths be placed to be certain they are straight and even? How many people would be needed to set the tables if each person placed only one item in each cover? What would be the advantage of using carts while setting the tables?

BANQUET SERVICE

TS32:5 Demonstrate how servers, on being signaled by the head waiter or hostess, serve or clear each course at the same time. KEY QUESTIONS: Which table is served first? What is a floater? What are floaters used for?

TS32:6 Describe to students the procedure for serving food in American style banquet service. Discuss the differences compared to Russian style banquet service. KEY QUESTIONS: Which service has food presented on hot plates from the kitchen? Which service has food on large silver platters? Which service is more elaborate and formal?

CATERED SERVICE

TS32:7 Discuss catering services. KEY QUESTIONS: What types of businesses provide catering services? How does catering differ from restaurant food service? What types of functions do caterers service? What items may be provided by the caterer in addition to the prepared food? Which styles of service are used by caterers?

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* TS32:1 indicates Teaching Strategy, Chapter 32, Number 1.

TS32:8 Use Teaching Aid 136, Packing List, as a sample to acquanit students with the technique used by caterers to make certain all necessary equipment and supplies arrives at the service location for a scheduled event. Copies of actual forms might be obtained from a local caterer for comparison. KEY QUESTIONS: When should the list be rechecked? When should the items be checked with the packing list? What should be done if items are returned used or broken? What happens if an item is missing? Who should the complete packing list go to for a permanent record?

TS32:9 Demonstrate to students how to pack flatware. Follow these guidelines:

1. Place forks close together in a row with the tines of the forks facing the same direction (up or down).
2. Make a second row of forks with the tines in the same direction as those in the first row, but lay the tines of the forks on the handles of the forks in the first row.
3. Continue procedure for other rows of forks.
4. Pack spoons following the same procedure used for forks.
5. Pack hollow-handled knives close together in a row with the flat side of the handle down.
6. Reverse the handles of the knives in the second row so that the blades lie on the blades of the knives in the first row.
7. Continue to reverse rows as you pack knives.
8. Be sure to count and check all flatware for rusty or bent pieces as you are packing.

TS32:10 Have students examine a special insulated cabinet that is used for transporting food. KEY QUESTIONS: What are the cabinets constructed of? Why do drop handles make the cabinet easier to store and transport? When should food items be loaded? Why is it important to keep the cabinets at the correct temperatures? How should all dairy items be transported? why? What should be done if a container leaks?

TS32:11 Invite a caterer to speak to students on special packing techniques for sandwiches and wedding cakes. KEY QUESTIONS: Why should sandwiches be packed loosely? How are the decorated tiers packed? When is the cake assembled?

PREPARATION AND SERVICE TECHNIQUES

TS32:12 Have students view a filmstrip that discusses the different services caterers provide. KEY QUESTIONS: Which type of service prepares food in the client's home? What type of service transports food to another location? Can a caterer provide services in a park or remote area? If so, how is this possible?

TS32:13 Divide the class into groups to work on descriptions of the following types of catering:

a) accommodator service
b) on premises catering
c) off premises catering
d) mobil unit catering

174

Have each group describe the proper procedures for their assigned type of catering.

TS32:14 Have students list special occasions that might need catering services. Explain how these events might benefit from a catering service. NOTE: Weddings, club meetings, or business meetings.

TRAY SERVICE

TS32:15 Discuss the various places where tray service is usually provided. KEY QUESTIONS: Why is this type service offered? What terms are used to describe this service in the different places?

Room Service

TS32:16 Demonstrate the proper assembly of a tray for room service in a hotel/motel situation. KEY QUESTIONS: Who is responsible for assembling the trays for room service? How are hot foods kept hot? When is the check presented to the guest? When should the tray be picked up for return to the kitchen?

TS32:17 Have students list rules for room service. [(Examples: 1) Treat guests or customers with same friendly, courteous manner they would receive in the dining room. 2) Be sure all accessories are on the tray, especially salt, pepper, sugar, cream, butter, and sauces. 3) Deliver hot foods hot. 4) Deliver order promptly.]

TS32:18 Have students take room service orders from teachers or other school personnel over the phone. Assemble trays and serve meals to each room or office using room service procedures. NOTE: Flowers might be added for a special touch. Rotate duties until all class members have performed room service procedures. Ask students to prepare a checklist on room service procedures. Use the checklist as a self-evaluation of performance.

Hospital Room Service

TS32:19 Assign students to work on a simulated assembly line to handle specific food items or specific jobs. Have them assemble patient trays for hospital room service. Students may place empty dishes of the proper sizes on the tray if it is not feasible to use actual food. Have students study the diagrams on Teaching Aid 137, Place Settings for Tray Service, to determine the correct placement for each item. NOTE: Stress the importance of the workers reading the individual diet orders on menus carefully. KEY QUESTIONS: What is the purpose of having a "food checker"? What might happen if a diabetic patient received a regular diet tray?

TS32:20 Discuss items that should be placed on a patient's tray in addition to food. Teaching Aid 138, Setting Up the Tray, will aid in the discussion. KEY QUESTIONS: What items should be placed on the tray regardless of the tray assembly method used? What information should be included on the patients menu card?

TS32:21 Have students view Teaching Aid 139, Standards for Tray Service. Then present a tray that is attractive, palatable, and would meet the expectations of patients. Ask students to point out the specific characteristics that make this tray meet certain standards.

TS32:22 From the following menu, have students draw a diagram of a serving tray and use the number preceding the food item to show it on the diagram:

1. tomato juice
2. roast pork
3. gravy
4. baked sweet potato
5. green beans
6. coleslaw
7. rolls
8. margarine
9. caramel custard
10. coffee

The tray should contain several items not listed in the menu. Have the students add these items to the list, number the items, and show them on the diagram by number.

Delivering Patient Trays

TS32:23 Divide the class into two groups. Have groups take turns placing trays in a hospital cart or banquet cart. If carts are not available use Teaching Aid 48, Carts (see TS9:36, page 35), to show students what the carts look like.

TS32:24 Have students role play appropriate reactions when serving the following types of patients:

a) one who feels lonely, frightened, or neglected
b) one who uses angry tones when speaking
c) one who does not like the food and does not want to eat
d) one who is isolated because of a communicable disease

Discuss the role plays and have observers make suggestions for improving the interactions between server and patient.

Car and Airplane Service

TS32:25 Discuss car and airplane tray service. KEY QUESTIONS: How are orders taken in car service? How is the order delivered to the car? How is the food kept at proper serving temperatures in an airplane? Who serves the food? How do airlines accomodate passengers who are on special diets?

FOOD SHOWMANSHIP

TS32:26 Have an experienced server perform his or her professional skills for cooking in the dining room. NOTE: Often two are required; one to serve and setup, and the other to do the preparation. Have the server demonstrate a flaming technique. KEY QUESTIONS: What kind of training was needed to obtain the necessary skills for this type of service? What basic equipment is needed? What are some examples of foods which might be prepared in the dining room?

TS32:27 Have students look through magazines to find pictures of food decorations that add to the appeal of the food. Display these pictures around the room.

TS32:28 Have students work in small groups to create edible centerpieces. Award prizes for the most appealing center piece. Use the centerpieces for refreshments at the next FHA/HERO meeting.

SERVING SPECIAL FOODS

Coffee and Tea

TS32:29 Demonstrate for students the proper way to serve coffee or tea from a silver service. Allow students to "pour" for each other as practice.

Punch

TS32:30 Have students view a display of the proper equipment used to serve punch. Demonstrate, using the equipment, how to serve punch using a ladle. Also show students the proper way to pick up and hold a cup to be filled. Demonstrate how to refill the bowl without carrying it back to the kitchen.

Cakes

TS32:31 Have students review information on cutting and serving cakes in *Food Production, Management, and Services* (Chapter 25, p. 326). Provide a layer cake and a sheet cake for students to cut into specified numbers of servings.

Hors d'oeuvres and Canapes

TS32:32 Discuss the proper way to serve hors d'oeuvres and canapes. KEY QUESTIONS: Why should duplicate trays of each appetizer be prepared in the beginning? Should all the trays be the same size and shape? When should a tray be replaced?

33

Money Handling

COMPETENCIES TO DEVELOP

- Itemize and total the price of each order.
- Present check to customer and accept payments or refer customers to cashier.
- Handle payments (cash, checks, credit cards), operate a cash register, make change, and write receipts.
- Prepare cash drawer.
- Prove cash, prepare deposits.
- Give tips to proper waiters/waitresses.
- Display, sell, order, and restock counter items.

OBJECTIVES TO ACHIEVE

- Demonstrate computing the check.
- Demonstrate presenting checks to customers.
- Identify procedures for accepting personal checks and credit cards.
- Demonstrate making change.
- Cite guidelines for handling tips.
- Describe the cashier's responsibilities for counter items.

ASSIGNMENT

- Read Chapter 33 of *Food Production, Management, and Services.*

COMPUTING THE CHECK

TS33:1* Have students listen to a tape of interviews with restaurant managers or employers explaining the correct procedure for preparing the guest check. KEY QUESTIONS: Where is the check figured? Who can total the checks? When should separate checks be made? Why should prices and arithmetic be checked carefully before presenting the check?

TS33:2 Have students observe a demonstration using Teaching Aid 130, Sample Guest Check, on preparing checks for the food service lab. If students are employed in businesses, ask them to share the methods used to compute guest checks where they work. KEY QUESTIONS: What are the steps involved in the check preparation procedure? Do all restaurants prepare checks in the same way? What items may be included in addition to menu items? What should be done if a mistake is made on a guest check?

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* TS33:1 indicates Teaching Strategy, Chapter 33, Number 1.

TS33:3 Demonstrate how to use a tax table to find the amount of tax to be added to the check. Show students how to figure the tax without a tax table by following the steps below:

Step 1 - The employee should multiply the subtotal on the check by the amount of sales tax to find the amount of tax for the check.
Step 2 - The amount of the tax is added to the subtotal to find the total amount of the check.

TS33:4 Discuss the importance of accuracy in totaling the checks. KEY QUESTIONS: Why is accuracy important when computing a check? What should you do to make certain a check has been totaled carefully and correctly? What should you do when a mistake is found?

PRESENTING THE CHECK

TS33:5 Demonstrate for students the correct way to present a check to a customer. KEY QUESTIONS: When is the check presented to the customer? How is the check presented to the customer? Where should the check be placed when the host is known? when the host is not known? when a man and woman are dining together?

TS33:6 Have students present skits of servers presenting checks to guests. KEY QUESTIONS: Which server presented the check correctly? What was done wrong in presenting the check to the other guests? Did the server present the check at the correct time? If not, when should the check have been given to the customer?

PERSONAL CHECKS AND CREDIT CARDS

TS33:7 Have students develop a chart which lists common policies for handling credit cards. Be sure the chart includes the following information:

1. Check that the credit card is signed by the holder.
2. Search the "hot card" list or call to verify credit.
3. Place the card in the stamping machine with the credit slip on top and slide the bar over both to imprint the slip.
4. Complete the credit slip by listing food items or meals, tax, and bar total on the slip according to employer's policy.
5. Present the credit slip and a pen to the customer for signature. (Cardholder may want to add a tip at this point.)
6. Total the amount.
7. Compare customer's signature with the one on the credit card to be sure they are identical.
8. Return the customer's credit card, customer's copy of the credit slip, and offer the carbon paper copy.
9. Place the "original" of the credit slip in the cash drawer.

TS33:8 Provide as many "hot card" lists, stamping machines, and credit slips as possible to enable students to practice the correct procedures for accepting credit cards from customers. Let students work in pairs to practice an employee receiving a credit card from a customer.

TS33:9 Use Teaching Aids 140, Check These Checks, and 140-2, Check These Checks (Answers), to show students the items to verify when accepting personal checks. Discuss each example in class and add other examples, such as a two-party check, if desired.

MAKING CHANGE

TS33:10 Divide students into pairs. Use play money bills and some actual coins to practice making change. NOTE: Be sure students leave the customer's money on the outside of the register until the change is given, and count the change twice, once when taking it out of the cash drawer and again when placing it in the customer's hand.

TS33:11 Discuss in class how the customers feel when the cashier makes a mistake when giving them change. How may customers react if they receive too little change? How may they react if they receive too much change? What role does honesty play in these situations? If you make the mistake, who pays for it?

TS33:12 Have students take turns playing the role of restaurant cashier. Have them work the following problems: a customer's bill is $.75, but you are given $1.00; another customer's lunch costs $3.20, but you are given $3.25; a couple's total check is $9.40, but they give you $10.00. How much change should be returned in each situation? NOTE: Make up additional problems, as needed.

USING A CASH REGISTER

TS33:13 Demonstrate to students how to close the cash register and prepare the cash register report. Have students practice by following the steps outlined in *Food Production, Management, and Services* (p. 424).

TS33:14 Have students listen as a cashier describes how to prove cash. KEY QUESTIONS: Who may supervise proving cash? Why should it be done out of sight of the public? What information is included in the cashier's report?

TS33:15 Have students look at pictures of different types of cash registers Explain how to use the cash register in the laboratory. KEY QUESTIONS: Does the cash register in your laboratory look like the cash registers in the pictures? How are all the cash registers alike? NOTE: Cut pictures of cash registers out of equipment catalogs.

TS33:16 For one week have students notice the different kinds of cash registers used in stores or restaurants. At the end of the week have the students report to the class about the cash registers they saw. KEY QUESTIONS: Where did the numbers show up on the cash register? Did the amount of the purchase show up? Was the amount of change displayed? Where was the money drawer? How was money placed in the drawer? Where were checks kept? Were the cash registers like the one in the laboratory? If not, how were they different? What did the buttons look like? If you saw a receipt ticket, what did the printing look like? What size were the cash registers? Where were they located?

VERIFYING CASH ON HAND

TS33:17 Invite a food service cashier to explain how to verify cash on hand and set up the change bank at the beginning of a shift. KEY QUESTIONS: Why should cash be verified at the beginning of each shift? What procedures are used for setting up the change bank?

TS33:18 Provide students with a cashier's report. Have students use sample checks, play money, and coins to verify the report. Let students practice verifying different reports.

TS33:19 Have students explain in their own words how to set up a change bank. KEY QUESTION: What is the purpose of a change bank?

HANDLING TIPS

TS33:20 Have students participate in and watch skits about servers receiving tips from customers. KEY QUESTIONS: Were the employees courteous to the customer? Were the employees' attitudes desirable in the particular situation? If not, what should the employee have done? Why is it important to give prompt and courteous service?

TS33:21 Discuss quick ways to figure 15%-20% tips since a customer may request that the tip be added to the check. KEY QUESTION: How should the server respond when the customer asks that the tip be added to the check?

MANAGING COUNTER ITEMS

TS33:22 Have students list the responsibilities of the head cashier. List these responsibilities on the board. NOTE: Some of the responsibilities may include

a) ordering candy, gum, mints, cigarettes, etc.
b) inventorying items sold at the counter
c) restocking counter items
d) restocking vending machine items

34 Management Responsibilities

COMPETENCIES TO DEVELOP

- Describe personal qualities which lead to job success in food management, production, and services.
- Develop, evaluate, and implement organizational goals, policies, and procedures in the operation of food service.
- Interpret and comply with laws and statutes pertaining to food service establishments.

OBJECTIVES TO ACHIEVE

- Identify desirable traits needed by a successful food service manager.
- Evaluate the food service operation in terms of organizational goals, policies, and procedures.
- Identify organizational goals, policies, and procedures appropriate for food service operations.
- Determine methods for effective utilization of appropriate goals, policies, and procedures in food service operation.
- Identify laws and statutes most related to food service operations.
- Identify ways to comply with laws and statutes pertaining to food service establishments.

ASSIGNMENT

- Read Chapter 34 of *Food Production, Management, and Services.*

PERSONAL CHARACTERISTICS FOR MANAGEMENT

TS34:1* Have students list desirable traits that a food service manager should possess. Compare the list done in class to the list on page 430 of *Food Production, Management, and Services*. Discuss. KEY QUESTIONS: Are these traits "naturally possessed" or can they be developed? Could a manager succeed without possessing all of these traits?

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* TS34:1 indicates Teaching Strategy, Chapter 34, Number 1.

TS34:2 Have students draw a slip of paper listing one of the following traits and give an example of how a successful manager would use these traits:

- working well with people
- being enthusiastic and creative around employees
- being able to set and achieve goals
- being organized, making decisions, and learning from mistakes
- observing company policies
- being willing to devote long hours required in food service

TS34:3 Have students poll managers of local food establishments to obtain a list of traits that managers feel are necessary for success. Compare their lists with the list compiled in class and the one on page 430 of *Food Production, Management, and Services*. Discuss.

TS34:4 Discuss the advantages and disadvantages of being a food service manager. KEY QUESTIONS: How can a manager motivate employees to do the required work? What personality traits are needed by the manager to maintain good working relationships with employees? What kind of training or experience is required of a food service manager?

ORGANIZATIONAL GOALS, POLICIES, AND PROCEDURES

TS34:5 Discuss and define the term organizational goals. KEY QUESTIONS: What are some general goals that apply to most food service operations? Who determines what the organizational goals are for a particular business?

TS34:6 Invite some food service managers to speak to the class on policies and procedures. NOTE: Policies and procedures usually deal with permanent policies such as wages, vacations, holidays, personnel, customers, and food service operations and procedures detail how the policies will be carried out. KEY QUESTIONS: Whose responsibility is it to determine policies? Why is it important to have policies for a food service operation? How can the organization keep from being overburdened with overlapping policies and procedures? Who enforces these policies?

ESTABLISHING GOALS, POLICIES, AND PROCEDURES

TS34:7 Have students view Teaching Aid 141, Keys To Successful Food Service Organization. Divide the class into small groups and have each group select one "key." Ask each group to develop some policies and procedures that might aid the business in reaching the goal stated on their key.

TS34:8 Invite a food service manager to visit your class. Ask the manager to discuss the process of setting organizational goals and the polices and procedures for meeting the goals. KEY QUESTIONS: Who is responsible for setting the goals? What policies and procedures might help achieve these goals?

TS34:9 Discuss the steps in planning that can be followed to develop policies. KEY QUESTIONS: How can a manager decide whether a new policy or procedure is needed when problems arise? Is it a good idea to have a lot of policies? why or why not?

UTILIZATION OF GOALS, POLICIES, AND PROCEDURES

TS34:10 Have students develop a chart that shows areas of food service where employees may be involved in problem-solving. NOTE: Information on pages 433-434 in *Food Production, Management, and Services* may be incorporated into the chart. Display the chart in the room. KEY QUESTIONS: How can managers involve employees in making the business successful? How do the employees feel when they take an active part in the food service operation?

TS34:11 Have students participate in a simulated experience where the manager is conducting a management meeting. Have a student pretend to be the manager and show good, clear communication with the employees. Discuss what the acceptable behavior is, what the goals of the organization are, and the importance of working together to help the organization run smoothly and be successful.

TS34:12 Discuss the importance of communication as a key to effective food service management. Managers should seek each employee's active participation and be accepting of ideas presented. Ask seven students to demonstrate "group communication" for the class. The students should be seated at a table and given a problem related to food service for which their "committee" is to develop a new policy. Once they are in position, put a paper headband on each committee member, without the student knowing what his or her headband says. Tell the committee to react, to the contributions or suggestions from that member, as instructed by the headband. The headbands might say ignore me, agree with me, disagree with me, laugh at me, ask me, tell me, and/or praise me. Let the group discuss the situation for about ten minutes or until students realize what is happening. KEY QUESTIONS: Was the group able to work well together in arriving at solutions to their predetermined situation? How could the communication within the group have been improved?

TS34:13 Using Teaching Aid 142, One Way--Two Way Communication, have students play the "one-way–two-way communication game." NOTE: Give several students the opportunity to direct the communication. KEY QUESTIONS: Which type of communication was the easiest to follow? Which set of drawings were the most accurate? Was two-way communication more effective than one-way communication? why or why not?

LAWS AND CODES RELATED TO FOOD SERVICE

TS34:14 Divide students into two teams. Have teams compete in a game of "Management Baseball." Draw a baseball diamond on the chalkboard. Ask a question like the ones on Teaching Aid 143, Management Questions, to a student on one team (students can determine their team's "lineup"). Each "hit" (correct answer) advances a runner one base. Four hits scores a run. Each missed question is an out. After three outs, go to the next team. The team with the most runs wins. NOTE: Other questions may be added if desired. Give the winning team a privilege or award of some type.

TS34:15 Invite a food service manager to class to discuss various laws and codes related to food service operations. KEY QUESTIONS: How do the laws and codes directly affect food service employees? Does every food service operation abide by the same laws and codes? Do these laws vary from state to state? Who enforces the laws? Who checks to see if food service operations are following these laws?

TS34:16 Obtain copies of the W-4, W-2, and W-4E forms from the Internal Revenue Service to help students learn the procedures for filling out these federal income tax forms. KEY QUESTIONS: Why is it important to fill out these forms? Which form determines how much income tax the employer should withold?

COMPLIANCE

TS34:17 Obtain a copy of the local food sanitation code. KEY QUESTIONS: How can food service operations stay aware of the laws and changes in laws and codes affecting them? How can workshops inform the employees about sanitary codes and techniques that can be used to keep the food service establishment in compliance with the law?

TS34:18 Invite a sanitary inspector from the local or state department of health to conduct a workshop for the class. The workshop should be similar to training workshops conducted for restaurant employees. KEY QUESTIONS: What are the sanitation inspectors responsibilities? Which codes (state or local) are the strictest? Who is responsible for knowing, understanding, and complying with the codes that apply to the food service operation?

35 Cost Control

COMPETENCIES TO DEVELOP

- Cost menu items, set menu prices of foods, and make changes in the menu when needed.
- Contact purveyors, and compare food prices.
- Select, develop, and standardize recipes.
- Plan menus appropriate for type of food service.

OBJECTIVES TO ACHIEVE

- Identify food, labor, and equipment cost control procedures.
- Identify factors influencing menu preparation.
- Outline procedures followed to establish menu prices.
- Demonstrate the method used to standardize recipes.

ASSIGNMENT

- Read Chapter 35 of *Food Production, Management, and Services.*

MENUS - THE FRAMEWORK OF COST CONTROL

TS35:1* Invite a cafeteria or restaurant manager to visit the class and discuss procedures used for planning menus. KEY QUESTIONS: How far in advance are the menus planned? Who does the menu planning? Are the menus fixed or are they cycled? why? How frequently are new menu items introduced?

TS35:2 Ask one or two students to interview a representative from a food service operation that uses fixed menus and report to the class. KEY QUESTIONS: What are some advantages to having a fixed menu? How does a fixed menu affect cost control?

TS35:3 Use Teaching Aid 144, Menu Planning Worksheet for Schools, to have students practice planning menus. Discuss the menus in class and evaluate them.

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* TS35:1 indicates Teaching Strategy, Chapter 35, Number 1.

TS35:4 Obtain menus from your school cafeteria, a hospital, and several local restaurants. Ask students to look at the menus and discuss factors that might have affected the planning of the menus. These factors may include the following:

- nutritional needs of customers
- type of food or meal service
- size of food service operation
- limitations of equipment
- number, skill, and availability of employees
- market price and availability of food
- variety and appeal of foods
- amount of revenue needed by the food service operation
- limited menu for quick preparation and service

KEY QUESTIONS: Would all the above factors be equally important in each type of food service establishment? Which factors would be of most concern in hospital food service? in a local restaurant?

TS35:5 Teaching Aid 144-2, Cycle Menu Chart, will give students an idea of how cycle menus are rotated. Discuss the purpose of rotating menus.

PRICING MENU ITEMS

TS35:6 Discuss with students how to control costs in food service operations. KEY QUESTIONS: What are the three major areas of concern for controlling the costs in food service? Do all three have to be considered when pricing the menu items?

TS35:7 Have students pick from a box a piece of paper that has a piece of labor-saving equipment listed on it. Have students discuss how the piece of equipment could cut down on labor costs. Include pieces of paper listing the following labor-saving equipment:

1. automatic instead of manual slicer
2. conveyer dishwasher instead of door type dishwasher
3. convection oven instead of conventional deck oven
4. automatic timer shutoffs on equipment instead of watching the clock for manual shutoff
5. automatic counters on a slicer instead of employee counting the slices
6. vertical-cutter-mixer cutting and mixing in seconds instead of the worker cutting and mixing by hand
7. automatic defrost instead of an employee taking food out and defrosting
8. pre-rinse on dishwasher instead of the employee scraping and rinsing
9. conveyer belts on assembly line instead of manual movements
10. utility carts, portable tables, wheels on equipment to save number of steps and/or trips

TS35:8 To explain techniques used to control labor costs and overhead, have students interview a supervisor or the manager of the food service establishment where they are employed. Report to the class. KEY QUESTIONS: Are the cost control techniques similar in most food service establishments? why or why not? Which is easier to control, labor costs or overhead costs? What role does scheduling play in labor costs?

TS35:9 Have students explain differences in an a la carte priced menu and a table d'hote priced menu. KEY QUESTIONS: Which system results in higher menu item prices? Which system offers more menu items? Which system is more frequently used?

FOOD COST CONTROL

TS35:10 Discuss food cost control and how it is figured. KEY QUESTIONS: How is food cost percentage determined? How is the food cost percentage used in determining the selling price? What is added to the selling price to determine the menu price?

TS35:11 Have students figure the price of a meal consisting of a 6-oz steak, a small salad, and a baked potato using the a la carte system of pricing. Then figure the cost of the same meal by the table d'hote method. KEY QUESTIONS: Which meal will cost less? Which method is easiest to figure?

HOW THE MENU AFFECTS MANAGEMENT

TS35:12 Ask students to list the considerations managers must address before adding new items to a menu or when planning a menu for a new restaurant. Discuss the lists in class. KEY QUESTIONS: How does equipment availability and adequate work space help determine what can be included on the menu? What are the influences of forecasting and record keeping?

STANDARDIZED RECIPES

TS35:13 Provide students with examples of standardized recipes. KEY QUESTIONS: What does a standardized recipe guarantee? How can a standardized recipe reduce employee confusion during food preparation? How do standardized recipes prevent loss of quality despite personnel turnover?

TS35:14 Have students work in small groups to examine standardized recipes (from different sources) to see if the guidelines were met. NOTE: Guidelines are included in *Food Production, Management, and Services* (pp. 444-446). KEY QUESTIONS: Which recipes appear to be best? How could a computer be used to assist with standardized recipes and menu pricing?

TS35:15 Have students prepare recipes to test. Ask persons with a knowledge of foods to evaluate the product for the following:

- taste
- appearance
- labor required
- amount of preparation required
- cost

Have student identify problems, make adjustments, and retest, if necessary, to obtain a desirable product.

36 Buyers, Receivers, and The Storeroom

COMPETENCIES TO DEVELOP

- Prepare orders, and purchase food and consumable supplies.
- Contact purveyors, and compare food prices.
- Direct stockroom activities.
- Take inventories of food, utensils, and equipment.
- Utilize food, labor, and equipment cost control procedures.

OBJECTIVES TO ACHIEVE

- Demonstrate effective methods for purchasing food and consumable supplies.
- Demonstrate efficient methods of conducting stockroom activities.

ASSIGNMENT

- Read Chapter 36 of *Food Production, Management, and Services.*

PURCHASING FOOD AND CONSUMABLE SUPPLIES

Characteristics of a Buyer

TS36:1* Discuss effective methods which may be used to purchase food and supplies. KEY QUESTIONS: Who is in charge of buying food and supplies? When might a manager or a chef do the buying? When does the food production begin?

TS36:2 Have students list characteristics needed by a buyer. KEY QUESTIONS: What kind of knowledge is needed by the food buyer? What kind of training does a buyer need?

TS36:3 Invite a food service buyer to demonstrate to students how to write purchase specifications for food and supplies. After the demonstration ask the speaker to discuss the importance of each of the following specifications:

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* TS36:1 indicates Teaching Strategy, Chapter 36, Number 1.

1. trade or common name of the product
2. quantity required in a can or package-weight, measure, number
3. brand name or quality designated by trade or federal grade
4. description of the product, color, size, texture, cut, style pack
5. unit (size) on which prices shall be quoted (6 No. 10 cans per case; 4 1-gal. jars; per lb.)
6. sanitation standards under which product is to be packed (U.S. inspected)

Purchasing Principles

TS36:4 Review and discuss the purchasing principles outlined on page 452 in *Food Production, Management, and Services.* KEY QUESTIONS: What are the advantages of keeping inventory as low as possible? Why should purchases be made from local suppliers?

TS36:5 Give each student an example of a weekly menu for the school cafeteria and ask him or her to practice preparing an order for the necessary supplies and foods. Be certain students follow the specifications outlined in TS36:3 for writing out specifications when ordering.

Five Steps to Effective Purchasing

TS36:6 Discuss the five steps to effective purchasing as described in *Food Production, Management, and Services* (pp. 452-456). KEY QUESTIONS: Is any one step more important than the others? How long a period do most restaurant buyers purchase for at one time?

TS36:7 Have students study the labels on ten different types of products. Note the grade if any, of the product. KEY QUESTIONS: What other information is contained on the label? How will buying the wrong grade effect food cost and quality?

TS36:8 Set up a display of various institutional container sizes used in food service. Discuss the number of servings each size would yield. In what quantities are the foods purchased? For example, case, pound, carton. What container sizes are used for various foods?

TS36:9 Have students look at federal and local government releases in daily newspapers and in newsletters for information concerning commodity food prices, crop conditions, and other buying information. Discuss why a food buyer would need to be informed about food prices and crop conditions.

TS36:10 Have students make a list of the different suppliers from which food and supplies are purchased in different food service establishments. KEY QUESTIONS: How many suppliers are used for each type of food? How often are deliveries made? Who serves as the buyer in each establishment?

TS36:11 Have students interview several food service managers. Report on the interview in class. Compare and discuss the inspection, receiving, and storage procedures used in various food service establishments.

TS36:12 Discuss the method of receiving and inspection that is carried out in the school laboratory. KEY QUESTIONS: Who is responsible for checking the incoming orders? What can be done if supplies or food deliveries do not meet specifications?

TS36:13 Arrange for students to look at the storage facilities for the school cafeteria. Ask a worker to explain how they handle receiving food and supplies.

Storeroom Control

TS36:14 Have students list rules for storeroom controls that prevent pilfering or spoilage. Discuss each rule.

TS36:15 Explain requisition forms. KEY QUESTIONS: What type of food service operation uses requisitions? What information should be included on each requisition form? Who must sign the form before supplies or food can be released from the storeroom?

37

Finances and Recordkeeping

COMPETENCIES TO DEVELOP

- Prepare and maintain records, correspondence, and forms.
- Plan and analyze finances, costs, and sales.

OBJECTIVES TO ACHIEVE

- Identify factors affecting financial stability of food service operations.
- Describe financial records needed in food service operations.
- Analyze financial records to determine the financial status of food service operations.
- Identify ways in which computers are being used in food service.
- Determine factors to consider when selecting a computer system for food service.

ASSIGNMENT

- Read Chapter 37 of *Food Production, Management, and Services.*

FINANCIAL STABILITY OF FOOD SERVICE

TS37:1* Have students identify the causes of profit loss in various situations. Describe possible solutions to the stated problem.

TS37:2 Have students identify ways of dealing with high food and supply costs. KEY QUESTIONS: How could waste be reduced? How can theft of supplies and food be controlled?

FINANCIAL RECORDS

TS37:3 Ask the students to define balance sheets, assets and liabilities. Give examples of a restaurant's assets and liabilities. Page 463 in *Food Production, Management, and Services*, gives an example balance sheet. Discuss.

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* TS37:1 indicates Teaching Strategy, Chapter 37, Number 1.

TS37:4 Have students identify two types of taxes that are taken out of an employee's paycheck. KEY QUESTION: What is another type of tax that some states require to be taken out of an employee's paycheck?

TS37:5 Have students check with a local food service operation and report back to the class as to the type of local and state taxes they are required to pay. KEY QUESTIONS: What percentage of the purchase is the sales tax? How is the tax rate for your community calculated?

TS37:6 Prepare a bulletin board which displays samples of different employee record forms including employee schedules, time cards, W-2 forms, etc. Discuss each form in class.

TS37:7 Invite a local caterer to explain the records kept in a catering business.

TS37:8 Invite someone from the Internal Revenue Service or Small Business Administration to explain the importance of careful recordkeeping in small business. KEY QUESTIONS: What records are needed to check the financial health of a business? What records are necessary for tax purposes?

DETERMINING THE FINANCIAL STATUS OF FOOD SERVICE OPERATIONS

TS37:9 Provide copies of simulated financial records for various types of food service operations. Have the students point out examples of profit and loss statements, break-even analyses, and balance sheets. KEY QUESTIONS: What are the operations assets? liabilities? What was the operations net profit?

COMPUTERS IN FOOD SERVICE

TS37:10 Have students identify ten ways a computer could be used in a food service operation. KEY QUESTIONS: What are some of the ways computerized cash registers can be used in food service? What kinds of recordkeeping could be done on a computer?

TS37:11 Ask students to list types of information that might be programmed into the computer for planning menus. Examples: type of food, color, flavor, texture, and main ingredients.

TS37:12 Assign students to small groups. Ask each group to select one type of food service operation and suggest several ways a computer could be utilized by the management.

TS37:13 As a class, visit a food service operation that is currently using a computer. KEY QUESTIONS: Are personnel records kept on the computer? Is the computer used for planning menus? How has the computer helped with inventory? Has the computer saved operating costs? why or why not?

SELECTING A COMPUTER SYSTEM FOR FOOD SERVICE

TS37:14 Using computer magazines, write a software review applicable to food service. KEY QUESTIONS: What are the features of the software?

What is the cost? What peripherals are needed (printer, color moniter, graphing capabilities, etc.)?

TS37:15 Listen to a taped interview with a manager from a food service operation actively using a computer. KEY QUESTIONS: What types of things did they consider before buying a system? Who runs the system?

TS37:16 Divide the class into small groups and have the students write a case situation about a food service business considering purchasing a computer. Have the groups exchange the situations and make recommendations on ways the computer could be used to improve management.

38 Personnel and Production Management

COMPETENCIES TO DEVELOP

- Identify procedures used to plan, interview, hire, evaluate, and discharge staff.
- Train personnel, and enforce policies of personal hygiene, sanitation, and safety.
- Prepare work schedules and job assignments.
- Evaluate use, cost, ease of preparation, and aesthetic qualities of foods.
- Plan, coordinate, and supervise production.
- Set production standards.
- Control and improve sequence of operations.
- Schedule food preparation tasks.

OBJECTIVES TO ACHIEVE

- Outline procedures for hiring and training new employees.
- Describe techniques for developing and coordinating work schedules and assignments.
- Identify factors that influence the development of work schedules and assignments.
- Outline procedures for hiring or laying off employees.
- Describe methods for controlling labor costs in food service.
- Determine the benefits derived from effective methods of production and quality control in food service.

ASSIGNMENT

- Read Chapter 38 of *Food Production, Management, and Services.*

PERSONNEL MANAGEMENT

TS38:1* Invite a food service employer, such as school lunchroom supervisor, restaurant manager, cafeteria manager, and/or a drive-in manager to discuss qualities they look for when hiring employees. KEY QUESTIONS: Which of the following attributes is considered most important: skills, experience, or attitude? How would dependability rank among desirable qualities?

*** TS38:1 indicates Teaching Strategy, Chapter 38, Number 1.**

TS38:2 Have students look in the "Help Wanted Ads" for jobs in the food service area, circle the ads, and write a letter of application for one of them.

Hiring

TS38:3 Ask the students to select a partner for role playing a job interview. One student plays the employer and the other the applicant. Have students switch roles when finished. Give each pair of students an opportunity to present their interview situation. A time limit may need to be set to keep the action moving. KEY QUESTIONS: What was the applicant's attitude? Did the applicant desire to learn? Which applicant made the best impression?

Orientation and Training

TS38:4 Invite a guest speaker from a large food service operation to discuss orientation and training of new employees with the class. KEY QUESTIONS: How long is the training period? Who conducts new employee orientation? Who conducts training? Is additional training provided for existing employees?

Scheduling

TS38:5 Describe different scheduling methods without revealing the name of the method. Ask students to identify each of the methods by name. Have students identify and explain any advantages or disadvantages in any of the scheduling methods.

TS38:6 Compare the ways food service workers are scheduled in several different food service operations. KEY QUESTIONS: Which methods of production scheduling were used? Which was the most commonly used? Which method appears to work the best for the different establishments?

TS38:7 Have students interview workers who work different types of schedules to learn how they feel about their schedule. KEY QUESTIONS: What are the advantages and disadvantages of each type of schedule for workers? for management?

Separations

TS38:8 Using small groups, have the students role play the three following situations: 1. an employee being fired, 2. an employee being let go due to reduced business, 3. an employee quitting. KEY QUESTIONS: What special considerations should be kept in mind in each case? How much notice should be given?

TS38:9 Ask students to listen to a taped interview with a manager of a food service operation concerning policies for terminating employment. KEY QUESTIONS: What are grounds for firing an employee? Is the employee given a chance to correct the problem? How much notice is given?

TS38:10 Discuss in class the exit interview. KEY QUESTIONS: Should a manager always conduct an exit interview? What purpose does the interview have for the employee? for the employer?

CONTROLLING LABOR COSTS

TS38:11 Discuss labor costs, including wages and salaries, meals, and benefits. KEY QUESTIONS: How can a manager determine if the labor costs are too high? How is the labor cost percentage figured?

TS38:12 Ask students to select one way to reduce labor costs and write a paper describing how the method works. NOTE: A list of ways to reduce labor costs is included in the *Food Production, Management, and Services* (p. 481).

TS38:13 Discuss job descriptions, job analysis, and task analysis. KEY QUESTIONS: How are job and task analysis used by food service managers? How do these tools increase employee satisfaction?

TS38:14 Divide the class into groups and assign each group one of the cost comparison methods. Have the group work together to find information on an assigned topic and to present it to the class.

PRODUCTION SCHEDULE

TS38:15 Ask students to look at the example of a production schedule illustrated in the *Food Production, Management, and Services* (p. 482). Discuss how the use of this record assists the manager in determining yields, planning the use of leftovers, and in making the best use of available labor.

PRODUCTION AND QUALITY CONTROL

TS38:16 Discuss production control indicators (sales records) that managers use to determine quantities needed. KEY QUESTIONS: What happens if too much food is prepared? How is food cost affected? What happens if too little food is prepared?

TS38:17 Demonstrate portion control tools and discuss the effects of incorrect portioning on production and quality controls. KEY QUESTIONS: Is portion control important during preparation as well as during serving? why or why not?

TS38:18 Divide the class into groups and have each group manage a specific food service business with an emphasis on quality control. Have the students identify the types of quality control that are used by the business. KEY QUESTION: How have these methods affected their reputation in the community?

TS38:19 Invite a panel of managers from various food operations to come to the classroom and have them discuss the types of production and quality control they use. KEY QUESTIONS: How have these methods affected their public image? How have they affected their cost control?

39 Merchandising and Public Relations

COMPETENCIES TO DEVELOP

- Arrange, design, and interpret menu sheets or folders.
- Evaluate use, cost, ease of preparation, and aesthetic qualities of foods.
- Apply merchandising techniques to ensure profit.
- Plan and conduct advertising and promotional programs.
- Handle complaints and human relations problems.

OBJECTIVES TO ACHIEVE

- Analyze procedures for effective marketing programs.
- Describe factors that affect the merchandising of the food service operation.
- Discuss common and profitable merchandising techniques.
- Discuss the relationship between advertising and promotional programs and public relations.
- Summarize techniques used to handle complaints and human relations problems.

ASSIGNMENT

- Read Chapter 39 of *Food Production, Management, and Services.*

MARKETING PROGRAMS

TS39:1* Invite a panel of speakers from a local advertising firm, the local newspaper, and/or a television or radio station to discuss what is needed for an effective marketing program. KEY QUESTIONS: What factors influence a marketing program? What are the most effective ways of advertising for a food service establishment?

Product Study

TS39:2 Discuss the most popular restaurant in the area. Try to determine what makes the restaurant successful by analyzing its products (food, service, prices, and surroundings). If one of the products changes significantly, will the restaurant remain successful? why or why not?

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* TS39:1 indicates Teaching Strategy, Chapter 39, Number 1.

Market Study

TS39:3 Ask students to write a one page report on how to conduct a market study for a company that is considering building a Chinese restaurant in the area. Have students suggest ways to determine the potential customers for this restaurant.

DEVELOPING A MERCHANDISING PLAN

TS39:4 Collect samples of printed food service advertisements from a variety of sources. Possible sources include telephone directories, newspapers, periodicals, direct mail, handbills, and advertising novelties. Record or write descriptions of radio and television advertisements. Take pictures of signs, billboards, and posters advertising food service establishments. Compare these various types of advertising and discuss their effectiveness.

TS39:5 Discuss promotions and publicity as forms of merchandising. KEY QUESTIONS: How effective would a short-term promotion be in increasing sales over the long-term? How could the cost be determined if the restaurant is giving a free soft drink with each meal purchased? Is publicity used as a merchandising tool by any restaurants in the local area? If so, how successful is the technique?

TS39:6 Ask students to plan an appropriate advertising campaign for a proposed new restaurant in the area. Write a paper describing the product features, the market, and the advertising means available.

TS39:7 Develop a merchandising plan for the school cafeteria. Obtain permission from the school principal and cafeteria manager. Work with the cafeteria manager to do product and market studies. Select a merchandising theme. Plan advertising, publicity, and sales promotions for the school cafeteria. Suggest ways to improve showmanship of the facility. Obtain approval for your plans and put them into action. Work with the cafeteria manager to evaluate the results.

THE MENU AS A MERCHANDISING TOOL

TS39:8 Set up a display of as many menus from different types of restaurants as possible. Have students examine and compare the menus. Discuss the advantages and disadvantages of the different materials used, the various sizes, the colors and designs, formats, and texts.

SPECIAL MERCHANDISING TECHNIQUES

TS39:9 Discuss the impact of special merchandising techniques such as showmanship, selling through suggestions by servers, and accepting credit cards. KEY QUESTIONS: How can showmanship techniques favorably impress customers? What type of attitude should servers display to increase sales? How can credit cards increase sales?

TS39:10 Ask students to design a table tent to promote a specific product. KEY QUESTION: Does size determine the effectiveness of this type promotional material?

TS39:11 Ask students to observe selling techniques used the next time they eat out. Report to the class. Have the class discuss the reported techniques. KEY QUESTION: How effective were the techniques?

PUBLIC RELATIONS

TS39:12 Discuss how public relations may affect the success or failure of food service businesses. KEY QUESTIONS: What factors make up a "public image" for businesses? Would it be easier for a business to maintain a good public image or repair a marred public image?

TS39:13 Discuss how gracious treatment affects customers' attitudes toward a particular restaurant. KEY QUESTIONS: Would less than gracious treatment also affect customers' attitudes? How does slow service influence business?

CUSTOMER RELATIONS

TS39:14 Ask three students to role play a situation where the customer has a complaint about the food or the service. One student can play the unhappy customer, another student can play the role of server, and the third student can be the manager. KEY QUESTIONS: What is the best way to handle customer complaints? Did the "customer" in the skit leave the restaurant in a positive frame of mind?

TS39:15 Write the topic "Dealing with Those Everyday Complaints." on the chalkboard. Ask students to list positive suggestions for dealing with complaints under the topic. Add to the list as other ideas surface.

TEACHING AIDS

Teaching Aid 1

Restaurant Advertising

What type of service do these restaurants offer?

CITY HOSPITAL CAFETERIA
Open 7 a.m. - 10 p.m.
Serving Visitors, Patients,
and Staff

CAMPUS CATERING
Specializing in:

Weddings	Banquets
Conventions	Picnics
Church Groups	Business Meetings

DOWNTOWN CAFETERIA
*Breakfast, Lunch and Dinner
*7 Days a Week
*Over 50 Selections

QUINT'S QUICK DOG
Dine-In or Take-Out
Hamburgers, Hotdogs,
and the Best Shakes
in Town!

JOHN BROWN'S RESTAURANT
Enjoy Selections From Our Lunch
and Dinner Menu
- Come Dine With Us -

SUN STEEL COMPANY
*Open 11-3 Daily
*Employees Only

SHIPWIDE FOODS
We Prepare the Food
For Your Cruise

Is Food Service For You?

ADVANTAGES:

- Many jobs available
- Salaries and fringe benefits
- Vacation
- Part-time jobs
- Flexible schedules
- Demand for workers
- Pleasant working conditions
- Advancement opportunities
- Management and ownership opportunities

DISADVANTAGES:

- Inconvenient hours
- Work under pressure
- Fatigue
- Low pay for entry level positions

Teaching Aid 3-1

Front- and Back-of-the-House

- **Front: Service Base**
  - **Traditional**
    - Extensive menu
    - A la carte
    - Showmanship
    - Many side dishes
    - Slow turnover
    - High paycheck average
  - **Fast**
    - Limited menu
    - Short order
    - Pre-prepared portions
    - Convenience items
    - Quick turnover
    - Low paycheck average
- **Back: Production Base**
  - **Chef-centered**
    - Gourmet menu
    - Full-service kitchen
    - Extensive chef talent
    - Greater number of employees
    - High paycheck average
  - **Equipment-centered**
    - Limited menu
    - Limited equipment
    - Convenience items
    - Purchasing replaces preparation

Teaching Aid 3-2

Back-of-the-House

SUPPORT JOBS

- Dishwasher
- Silver Polish
- Porter
- Sanitation Supervisor
- Steward

PRODUCTION JOBS

- Vegetable Preparer
- Meat Cutters
- Pantry Workers
- Cooks
- Bakers
- Chef

CONTROL JOBS

- Food Runners
- Receiving Room Attendants
- Storeroom Attendants/Supervisor
- Food Checker
- Cashier
- Purchasing Steward

Front-of-the-House

SERVICE JOBS

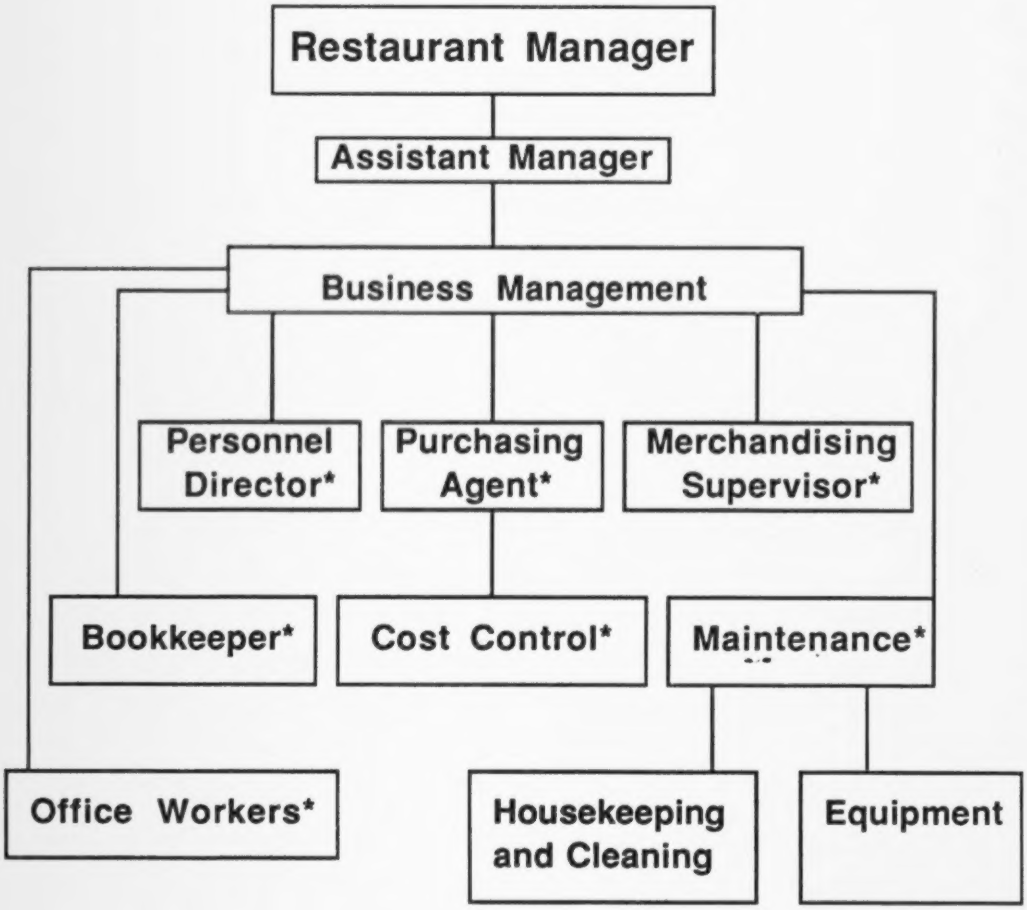
- Set-up Personnel
- Dining Room Attendant
- Bartenders
- Waiters and Waitresses
- Dining Room Captains
- Hosts/Hostesses
- Dining Room Manager

MANAGEMENT JOBS

- Maitre d' Hotel
- Banquet Managers
- Food and Beverage Managers
- Food and Beverage Controllers
- Wine Steward
- Executive Chef

Teaching Aid 4

Restaurant Organization

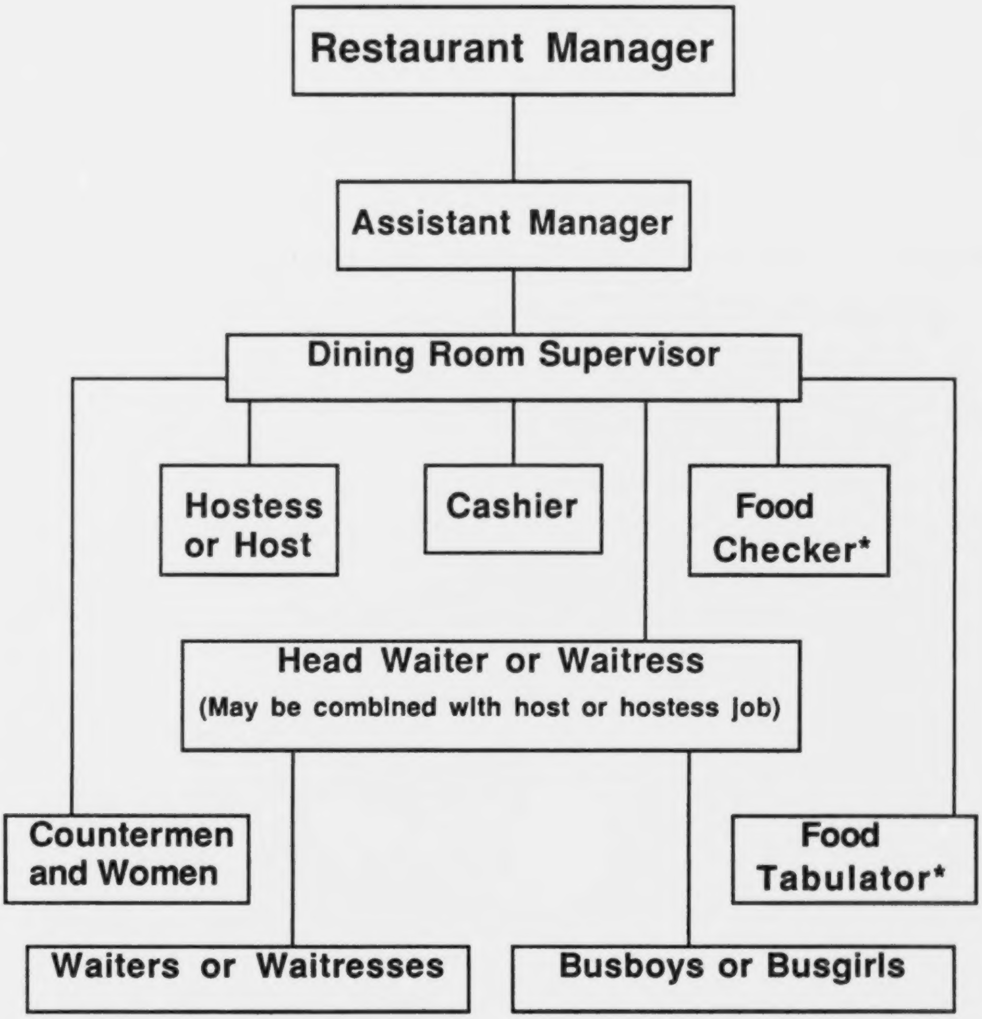

Restaurant Manager
Assistant Manager
Business Management
Personnel Director*
Purchasing Agent*
Merchandising Supervisor*
Bookkeeper*
Cost Control*
Maintenance*
Office Workers*
Housekeeping and Cleaning
Equipment

Customer Satisfaction in Sanitation - Business Control - Quality Foods

*These jobs, found in some larger restaurants, may be handled by other workers in smaller establishments.

Teaching Aid 4-2

Restaurant Organization

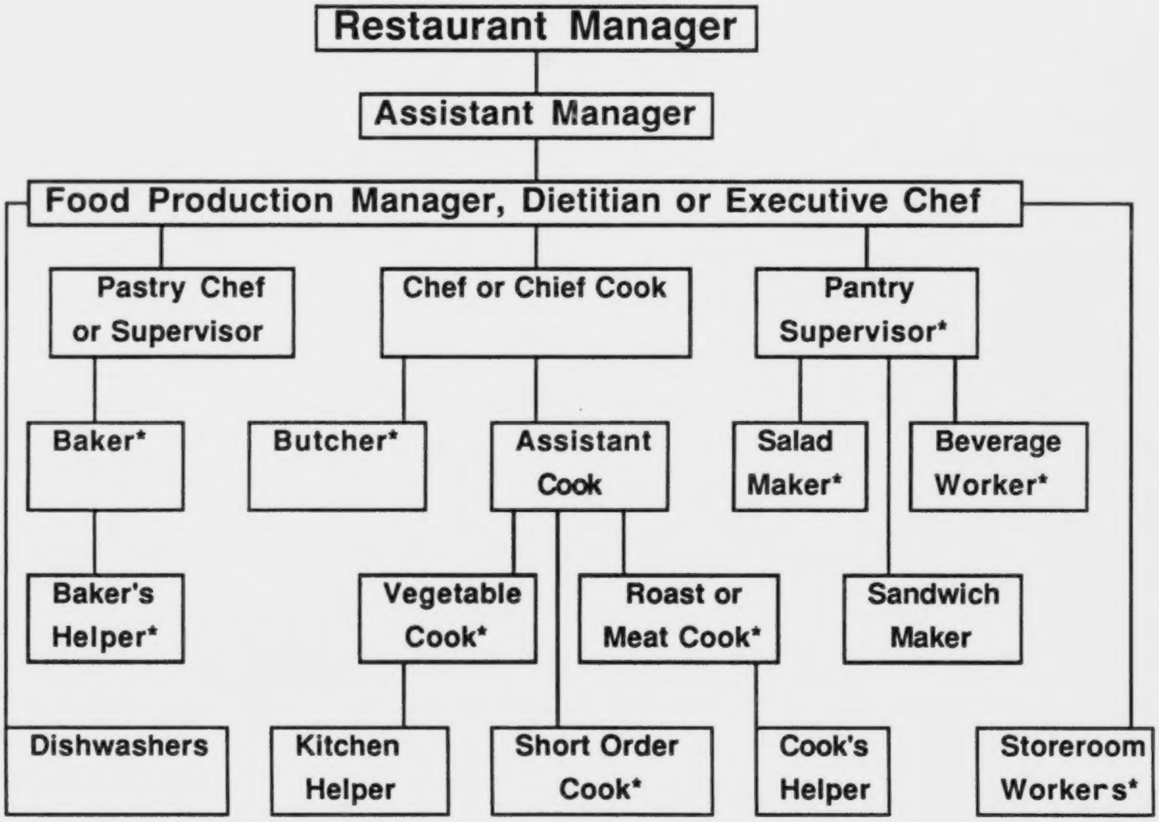

Restaurant Manager
Assistant Manager
Dining Room Supervisor
Hostess or Host
Cashier
Food Checker*
Head Waiter or Waitress
(May be combined with host or hostess job)
Countermen and Women
Food Tabulator*
Waiters or Waitresses
Busboys or Busgirls

Customer Satisfaction in Food Merchandising - Service - Atmosphere

* These jobs, found in some larger restaurants, may be handled by other workers in smaller establishments.

Teaching Aid 4-3

Restaurant Organization


Restaurant Manager
Assistant Manager
Food Production Manager, Dietitian or Executive Chef
Pastry Chef or Supervisor
Chef or Chief Cook
Pantry Supervisor*
Baker*
Butcher*
Assistant Cook
Salad Maker*
Beverage Worker*
Baker's Helper*
Vegetable Cook*
Roast or Meat Cook*
Sandwich Maker
Dishwashers
Kitchen Helper
Short Order Cook*
Cook's Helper
Storeroom Workers*

Customer Satisfaction in Foods - Variety, Taste, Flavor, Appearance

*These jobs, found in some larger restaurants, may be handled by other workers in smaller establishments.

Teaching Aid 5

Opportunities for Advancement in Restaurant Positions

JOB TITLE	MAY ADVANCE TO
Entry Level Positions (Employees may be trained on the job)	
Busboy or Busgirl	Waiter or Waitress, Soda Fountain Worker, Kitchen Helper, Sandwich Maker
Waiter or Waitress	Host or Hostess, Head Waiter or Waitress, Cashier, Dining Room Supervisor
Host or Hostess	Cashier, Dining Room Supervisor, Assistant Manager
Kitchen Helper	Specialized Food Preparer, Assistant Cook or Baker, Head Cook or Baker
Sandwich Maker	Cook, Pantry Supervisor, Waiter or Waitress
Soda Fountain Worker	Waiter or Waitress, Kitchen Helper, Soda Fountain Manager
Beverage Worker	Soda Fountain Worker, Specialized Food Preparer, Pantry Worker, Waiter or Waitress
Some Experience and/or Training Required	
Cashier	Bookkeeper, Accountant
Food Checker	Cashier, Storeroom Control Supervisor, Purchasing Agent
Cook - Chef	Vegetable Cook, Fry Cook, Soup Cook, Sauce Cook, Roast Cook, Chef

Teaching Aid 5

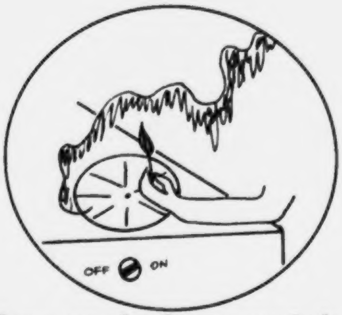
JOB TITLE	**MAY ADVANCE TO**
Baker - Pastry Chef	Baker, Pastry Cook, Pastry Chef
Pantry Supervisor	Food Checker, Food Production Manager
Food Service Supervisor	Assistant Manager, Restaurant Manager
Purchasing Agent or Storeroom Supervisor	Assistant Manager, Restaurant Manager
Butcher	Assistant Cook, Chef

Advanced Training and/or Experience Required

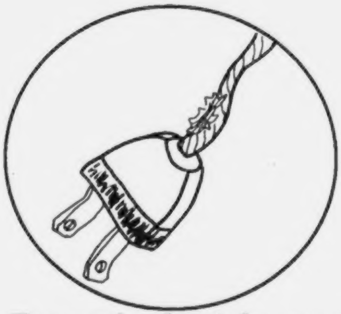
Restaurant Manager	Chain Restaurant Supervisor, Restaurant Owner
Assistant Manager Restaurant Owner	Restaurant Manager, Chain Restaurant Manager,
Food Production Manager	Assistant Manager, Restaurant Manager, Restaurant Owner
Chain Executive	Restaurant Owner
Personnel Director	Restaurant Manager, Restaurant Owner
Menu Maker	Food Production Manager, Assistant Manager, Restaurant Manager, Restaurant Owner
Merchandising Supervisor	Assistant Manager, Manager, Owner
Director of Recipe Development	Food Production Manager, Assistant Manager, Restaurant Manager

Teaching Aid 6

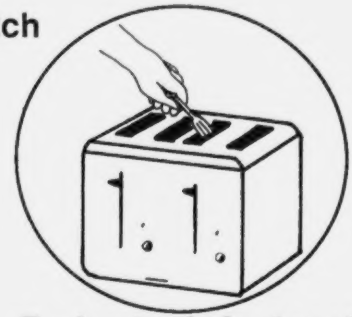
Safety Hazards



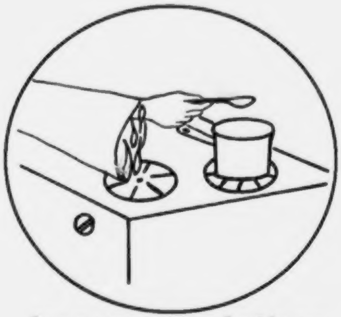
Gas on before match



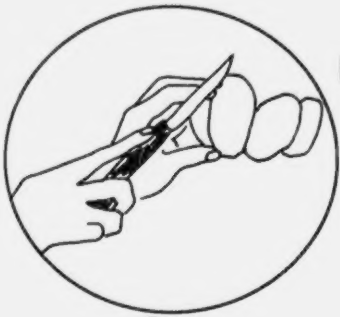
Frayed electric cord



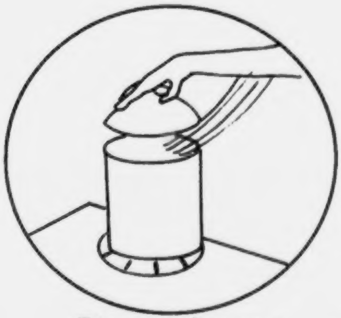
Fork stuck in toaster



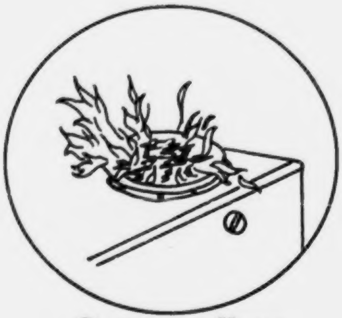
Improper clothes



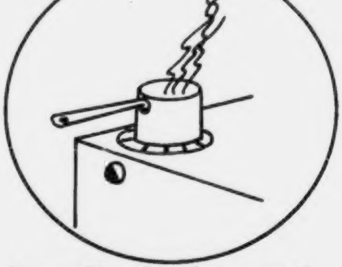
Cuts



Steam burns

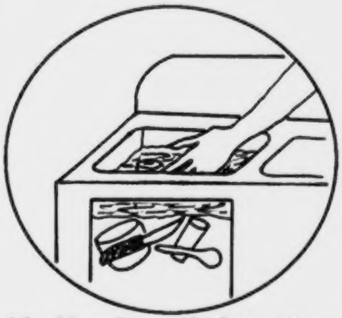


Grease fires

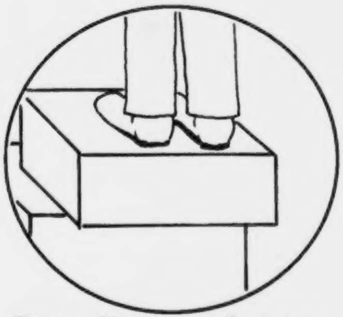


Handle facing out

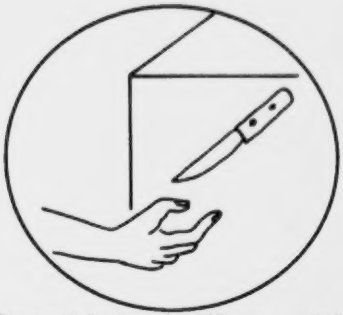
Teaching Aid 6



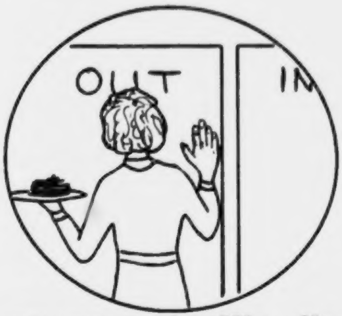
Knife in dishwater



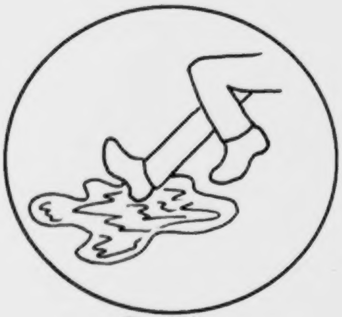
Standing on boxes
to reach high places



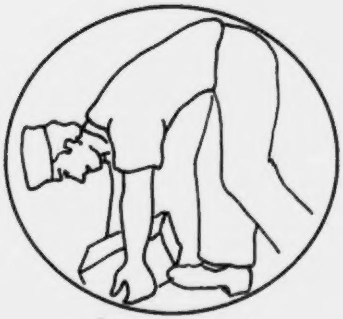
Catching falling objects



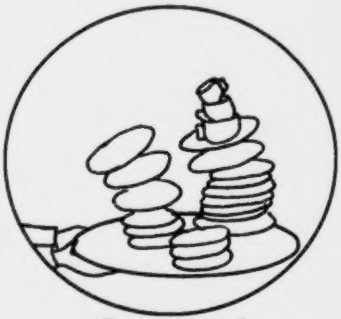
Improper traffic flow



Spills



Improper
lifting position



Overloads

Teaching Aid 7

First Report of Injury

1 **IMMEDIATELY AFTER INJURY COMPLETE AND SEND ONE COPY TO THE MANAGER**

INJURED PERSON

2 Department Name

3 Name of Injured Social Security No

4 Address Town Zip

Telephone Telephone No Friend or Relative

5 Speak English Yes No

6 Age Sex Marital Status Minor Children No

7 Occupation When Injured Regular Occupation? Yes No

8 How long in employment Paid by (a) Month (b) Hour

Hours per day (c) Days worked per week

(e) Hourly wage Monthly wage

(f) If work schedule is other than Monday through Friday, attach copy of work schedule

9 Number of hours of sick leave credited to employee on day of injury

TIME AND PLACE

10 Date of Injury Month Day 19 Day of week Hour of day

11 First day unable to work Month Day 19

12 When did supervisor or employer first know of injury? Date

13 Name of supervisor

14 Place where accident occurred (a) Building or Area (b) State

(c) Town (d) County (e) Zip

Did accident occur on university premises? Yes ☐ No ☐

Did accident occur at regular place of employment? Yes ☐ No ☐

CAUSE OF INJURY

15 Describe fully how accident occurred, state what employee was doing when injured

16 Was accident caused by injured's failure to use or observe safety appliance or regulation? Yes ☐ No ☐

(a) Name the safety appliance or regulation provided

(b) Was it in use at time?

17 If injury caused by machine, tool, etc —give name thereof

(a) Kind of power used to operate (b) Part on which accident occurred

18 Names and addresses of witnesses

NATURE OF INJURY

19 Describe injury or illness in detail

(a) Indicate part of body affected

20 Name and address of physician

21 Name and address of hospital

22 Probable length of disability

23 Has injured returned to work, if so, date (If No, file a Supplemental Report of Injury when the employee returns to work)

24 Any change in wage or occupation due to injury

FATAL

25 If injured has died give date of death

Date of this report Name of person completing report Phone No.

Signed by Official Title

Teaching Aid 8

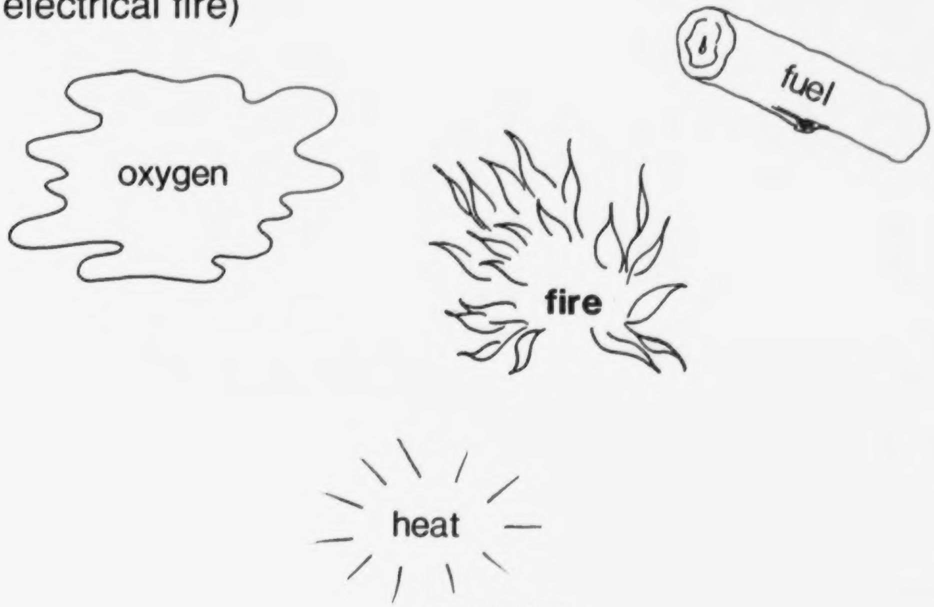
The Three Elements of Fire

1. OXYGEN

To Remove
* put lid on pan
* douse with soda or salt
* use fire blanket
* cover with foam
* drown with water
  (unless grease or
  electrical fire)

1. FUEL

To Remove:
* turn off gas
* turn breakerswitch
  off
* remove flammable
  materials



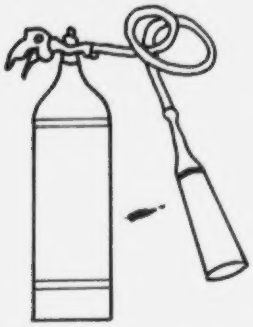
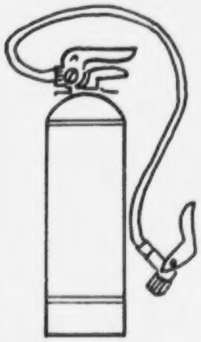
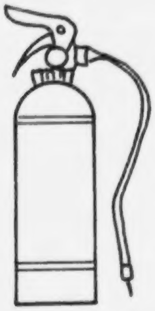
3. HEAT

To Remove:
* cool with water
* turn off burners
  or heating element

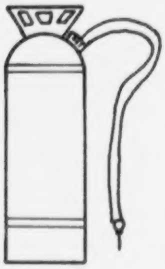
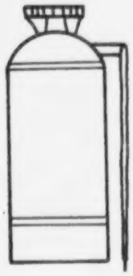
Remove Any One Element to Extinguish a Fire

Teaching Aid 9

Fire Extinguishers

Fire Extinguisher	*Contents*	*Use*	*Operation*
Carbon Dioxide (CO-2) 	Liquid carbon dioxide under pressure	Burning liquids or electrical fires where a smothering action is needed	Carry to fire, pull pin on side of handle, and open valve. Hold by insulated handle. Squeeze handle grip and direct discharge from horn to base of fire. Discharge range is 6 to 8 feet. A 15-pound size lasts about 42 seconds.
Dry Chemical 	Bicarbonate of soda dry chemicals and cartridge of carbon dioxide gas	Live electrical fires, wood, paper, excelsior, and other ordinary combustible materials	Carry to fire, pull pin, and open valve (or press lever). Squeeze handle grip and direct discharge to base of fire. Discharge range is about 14 feet. A 30-pound size lasts 22 to 25 seconds.
Pressurized Water 	Plain water	Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching	Carry to fire, squeeze handle grip, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 25-gallon size lasts 50 to 55 seconds. Do not use on burning liquids or live electrical fires; it will spread the fire or cause a deadly shock.

Teaching Aid 9

Soda Acid 	Bicarbonate of soda solution and sulfuric acid	Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching	Carry to fire, turn bottom up, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 25 gallon size lasts 50 to 55 seconds. Do not use on burning liquids or electrical fires; it will spread the fire or cause a deadly shock.
Foam 	Aluminum sulfate and bicarbonate of soda	Grease, oil, gasoline, and paint fires	Carry to fire, turn bottom up, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 25 gallon size lasts 50 to 55 seconds.
Gas Cartridge 	Water and cartridge of carbon dioxide gas	Wood, paper, textile fires; gasoline, oil, anesthetic, or organic solvent fires	Carry to fire, turn bottom up, bump, and direct discharge to base of fire. Discharge range is 30 to 40 feet. A 2 1/2-gallon size lasts 50 to 55 seconds.
Vaporizing Liquid 	Carbon tetrachloride and other chemicals	Live, electrical fires	Carry to fire, turn handle, pump by hand, and direct discharge to base of fire. Discharge range is 20 to 30 feet. A 1 quart-size lasts 40 to 45 seconds.

Treating Burns

First-degree burns are caused by slight sunburn, light contact with hot objects, or scalding by hot water or steam. The skin is slightly red and there is slight swelling and pain. Treatment: Immediately apply cool water or put burned area in cool water. Apply dressing if needed.

Second-degree burns are caused by deep sunburn, contact with hot liquids, and flash burns from gasoline, kerosene, and similar products. They are deeper than first degree burns. The skin is more red, and blisters may develop. The swelling may also be greater and last longer. Treatment: Place burned area in cool water until the pain is lessened. Apply clean cloths that have been soaked in ice water and wrung out. Blot the area dry. Apply a clean dry bandage. DO NOT break blisters or use any type of antiseptic.

Third-degree burns are caused by contact with flames, hot water, or prolonged contact with hot objects. There is deep tissue damage along with a white or charred appearance. Treatment: Arrange for immediate medical attention. DO NOT apply any water or ice. DO NOT apply any burn medication.

Simple First Aid

In Case of an Accident or Illness:

Do not leave the person who has had an accident alone. Call a teacher or supervisor for help. Decide what type of help or assistance will be best. If necessary, call a doctor or an ambulance. First aid is first aid—what is done before emergency help arrives. It is never a substitute for medical care.

To Restore Breathing:

1. Remove any foreign matter (gum, food, dirt) from victim's mouth.
2. Tilt the victim's head back.
3. Pinch the victim's nose shut between your thumb and finger.
4. Tightly cover victim's mouth with your mouth and blow into the victim's mouth. Keep blowing until you see the victim's chest rise.
5. Take your mouth away and listen for the victim to breathe out.
6. Watch to see that the chest lowers.
7. Repeat steps 4 and 5 until the person breathes alone or help arrives.

To Stop Heavy Bleeding:

Cover the cut with a clean cloth or bandage and press hard. If blood soaks through, add more cloths or bandages and press harder. Keep this up until help arrives.

To Treat Shock:

A severe injury may cause a person to go into shock. The symptoms of shock are:

1. pale or bluish skin
2. moist and clammy skin
3. weakness
4. rapid pulse
5. irregular breathing

Treatment: Keep victim warm and dry. Stay with the victim until medical help arrives.

To Treat Choking:

NOTE: DO NOT use this procedure on a heart attack victim. To determine whether a person is choking or having a heart attack, ask the victim a question. The choking victim cannot answer, the heart attack victim can.

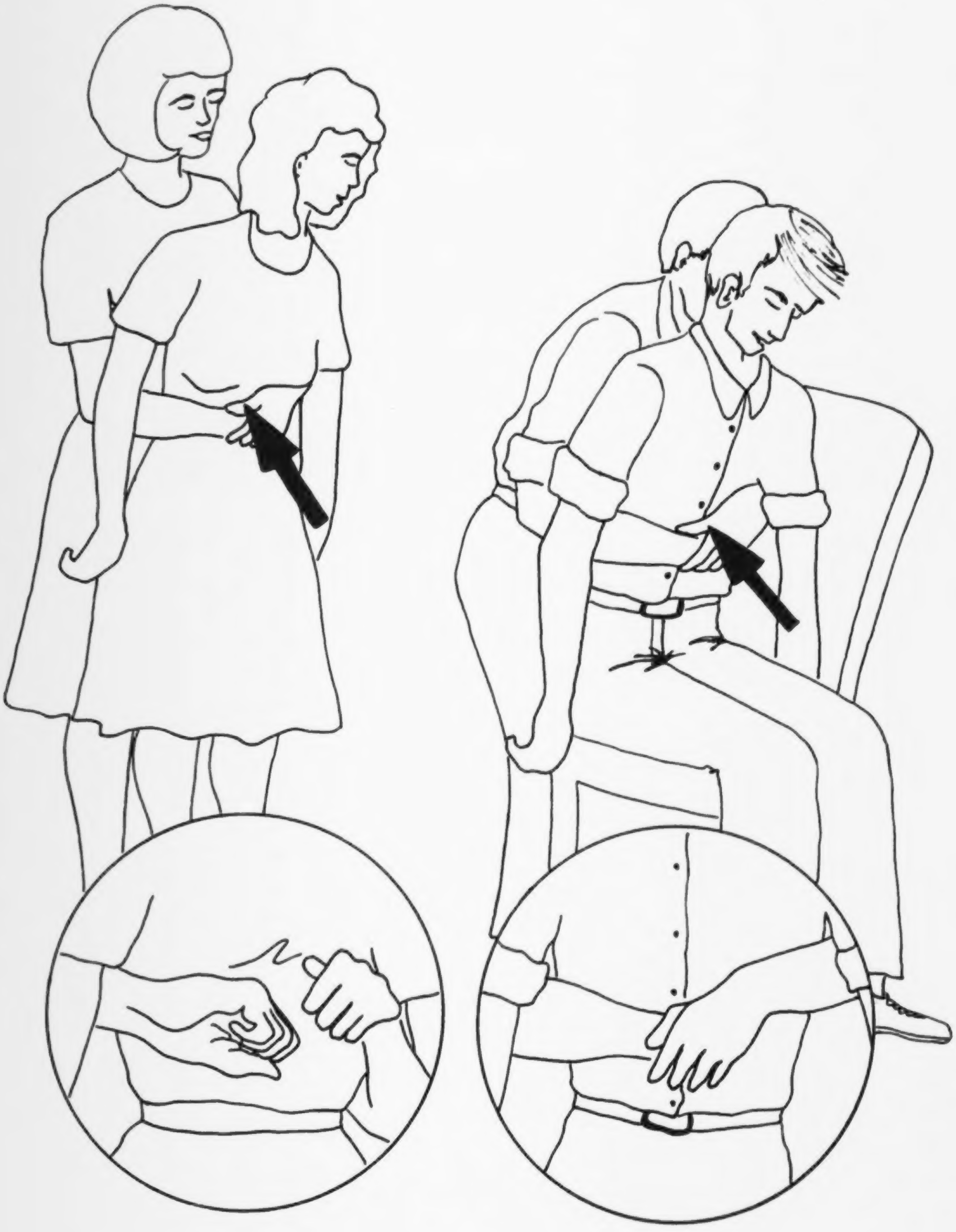
Treatment: Use the Heimlich maneuver. Stand behind the victim, put your arms around the victim's waist. Place the thumbside of your fist on the victim's abdomen between the naval and the breastbone. Place your other hand on your fist and press hard with an upward thrust. Repeat if needed. This should force the victim to cough out the item he or she is choking on.

To Treat Falls:

Injuries from falls may be minor or serious. If a person seems to be seriously injured from falling, keep the person warm and dry until medical help arrives. DO NOT move the victim.

Teaching Aid 12

The Heimlich Maneuver



First Aid Supplies

First aid kits may be purchased completed or assembled by purchasing supplies and a storage box. A list of suggested supplies follows:

Sterile Gauze Pads, 3" x 3" and 2" x 2"
Gauze Roll Bandage
Small Adhesive Bandages
Bandage Compresses
Adhesive Tape (one or two rolls)
Absorbent Cotton Balls and Swab
Triangular Bandage, 30" x 40"
Scissors
Tweezers
Safety Pins
An Elastic Wrap
Aspirin or Acetaminophen
Bar of Plain, Unperfumed Soap
Ice Bag
Calamine Lotion
Antiseptic Cleanser (Hydrogen Peroxide)
Thermometer
Antiseptic Cream
Alcohol
Tourniquet (Long Piece of Fabric)
Flashlight (with Extra Sealed Batteries)
Tongue Depressors (Can be used as temporary splints)

Emergency Procedures

Call the Ambulance If

* The situation is life threatening

* The victim is unconscious

* There is a serious head, neck, or back injury

* Broken bones are obvious

* There is severe bleeding

* The victim has serious difficulty breathing

* The victim is in shock

* A sudden serious illness and victim cannot be easily moved

Go to the Emergency Room If

* You are unsure about the seriousness of the situation

* Time is critical

* You are unable to reach personal doctor

When in doubt of how serious an injury is, call a doctor or ambulance immediately! Be prepared to tell them

* What has happened

* Where the victim is

* What has been done

Teaching Aid 15

Script on Personal Appearance

1. Your personal appearance.

2. Personal appearance is important.

3. One of the first things customers see when they go out to eat is the appearance of the food service employees.

4. First impressions can be lasting.

5. If you're a waiter or waitress, first impressions can last right up until the time the customer places the tip on the table.

6. There are three main parts to personal appearance: good grooming, being pleasant, and pleasant behavior.

7. Shower daily.

8. Use a deodorant.

9. Wash your hands frequently.

10. Brush your teeth at least twice a day.

11. Be sure your fingernails are clean, medium length, and not polished.

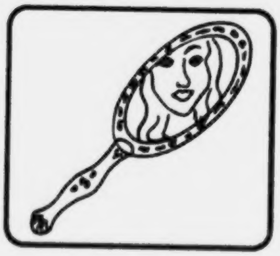
12. Wear no jewelry except a watch and/or wedding band.

13. Keep your hair clean, and choose a simple hair style.

14. Wear appropriate makeup.
15. Be friendly.
16. Be courteous. Say, "Yes sir," "Yes ma'am, " "Thank you, " "Please."
17. Smile.
18. If you're a waiter or waitress display a pleasant manner when greeting customers.
19. Don't gather in a corner and gossip.
20. Don't run.
21. Don't point.
22. Don't chew gum.
23. Smoke only in designated employee smoking areas.
24. Keep your eye on the restaurant guests. They may want assistance.

Teaching Aid 15

1



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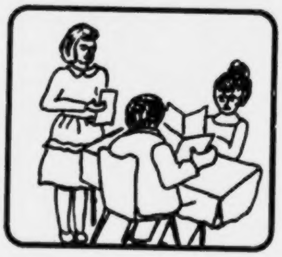

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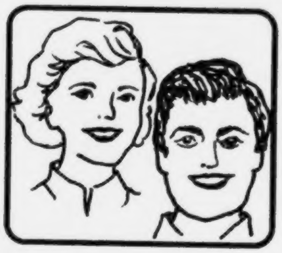

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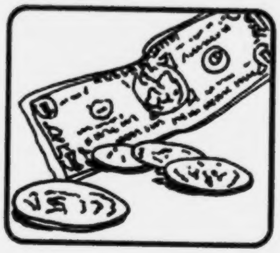

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Good Grooming

Being Pleasant

Pleasant Behavior

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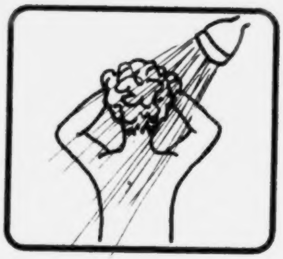

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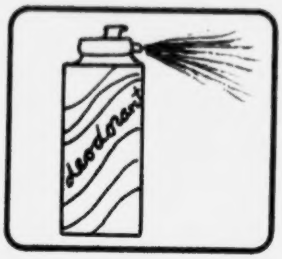

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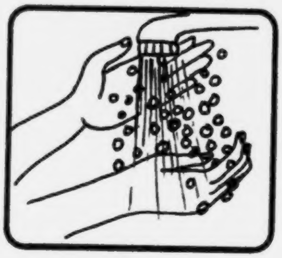

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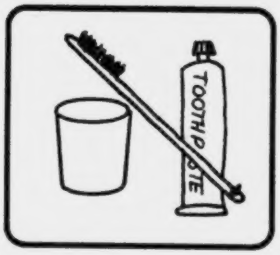
Teaching Aid 15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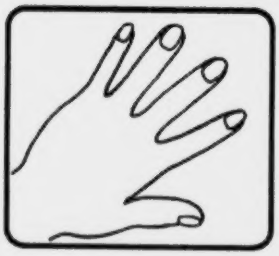

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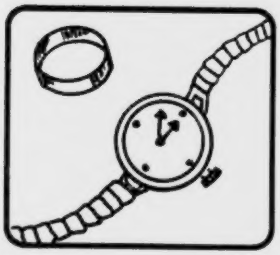

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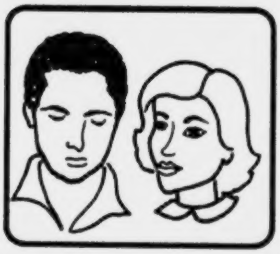

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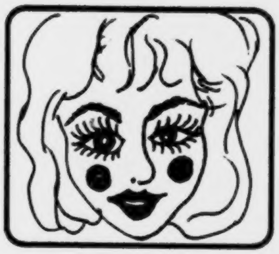

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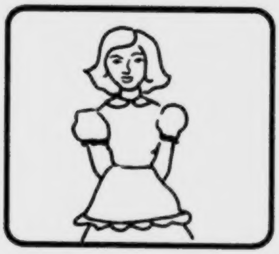

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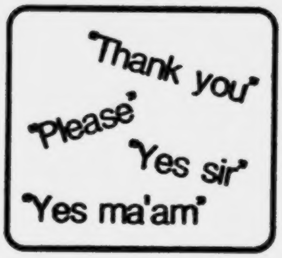
"Thank you"
"Please"
"Yes sir"
"Yes ma'am"

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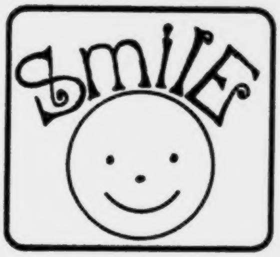

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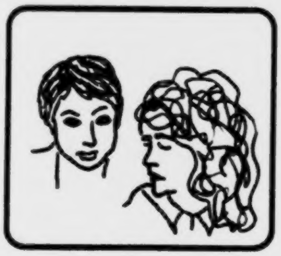

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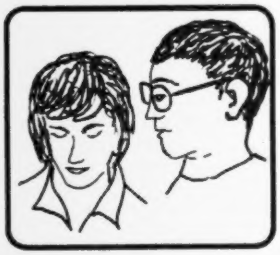

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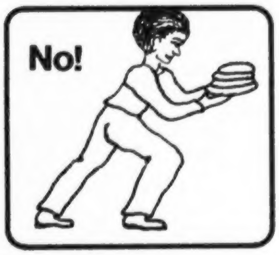

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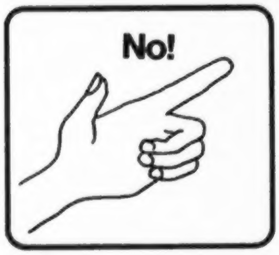

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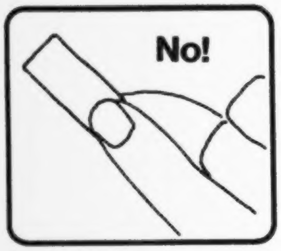

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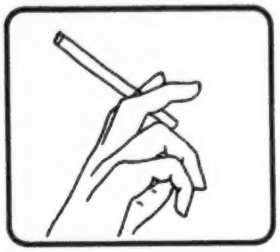

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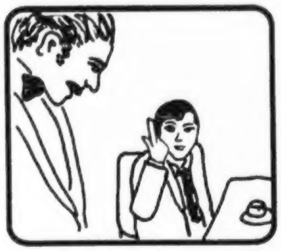

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Am I Well Groomed?

Each of the following case studies involves a food service employee who has either a good or a poor grooming habit. Decide whether each employee's grooming habit is appropriate or inappropriate for work. *NOTE:* Give each student a case study to react to. Case studies could be tape recorded, if necessary.

1. Joe forgot to use deodorant after showering today. However, Joe says it is okay since he did use deodorant yesterday. Is irregular use of deodorant each day a good or poor grooming habit? Why?

2. Mary Lou went to a cosmetic shop for a free trial make-up before going to work. She asked for the "special evening look" which included dark eyeshadow, bright blusher, lipstick, and powder that sparkled. Mary Lou went straight to work at *The Diner* with her "special evening look." Was Mary Lou well groomed for her job? Why?

3. The only jewelry that Rosa wears to work at *The Carriage Restaurant* is a simple gold wedding band. Is Rosa's habit of wearing only her wedding band a good or poor grooming habit? Why?

4. Mike ripped the uniform he wears for work at *The Burger Shack.* He washed the uniform but did not mend it. Is wearing a ripped uniform a good or poor grooming habit? Why?

5. Ki-Chang shaves each morning before going to work at *The Forest Hills Restaurant.* Is Ki-Chang's habit of shaving each day a good or poor grooming habit? Why?

6. Sara wears nail polish when working as a waitress. Is wearing nail polish at work a good or poor grooming habit? Why?

7. David, a busboy at *Griffin's Cafeteria*, brushes his teeth after each meal and at bedtime. Is David's a good or poor grooming habit? Why?

Am I Well Groomed?
(answers)

1. Not wearing deodorant each day is a poor habit. Deodorant that works should be used each day.

2. Evening make-up is not appropriate for work. Make-up for the job should be natural looking.

3. Wearing only a wedding band is a good habit. A lot of flashy jewelry is out of place in food service. NOTE: Some food service establishments do not even allow wedding jewelry.

4. Wearing a ripped uniform is a poor grooming habit. Clothes that need repair should be mended before they are worn again.

5. Shaving each day is a good grooming habit.

6. Wearing nail polish at work is a poor grooming habit.

7. Brushing one's teeth after meals and at bedtime is a good grooming habit. NOTE: Many dentists recommend only brushing once a day and using dental floss unless there is a specific problem.

Is This a Good Personal Habit?

Each of the following stories involves a food service employee with good or poor personal habits. As a group, decide whether good or poor personal habits were shown. (Stories may be tape recorded.)

1. Larry always washes his hands before he begins his job as a salad maker at *Griffin's Cafeteria.* Is washing your hands before handling food a good personal habit?
2. Maria has a horrible cold, but she decided to go to her job at *Jack's Diner* anyway. Is going to work when you are ill a good personal habit?
3. Even though Kim smokes, she never smokes at her job at the *Carriage Restaurant.* Is smoking on the job a poor personal habit?
4. Jack scratched his face and continued to peel vegetables at the *Chateau Restaurant.* Is touching your face while preparing food a good personal habit?
5. Carlos cut his hand, but he refuses to wear a bandage while he works as a dishwasher at the *Green Garden Restaurant.* Is wearing a bandage over an open cut a good personal habit?
6. Raoul went out to the storage house behind the *Chateau Restaurant* to get a can of cooking oil. He picked the can up from the floor and carried it into the restaurant. Then, without washing his hands, he began making salads. Is washing your hands after picking up items off the floor a good personal habit?
7. Juanita was slicing a piece of pie for a customer when she got some whipped cream from the pie on her fingers. She wiped her finger on her apron and continued slicing the pie. Is wiping your fingers on your apron a good personal habit?

Is This a Good Personal Habit? (answers)

1. Washing your hands before handling food is a good personal habit.

2. Going to work when you are ill is not a good habit. You can give your coworkers and customers your illness.

3. Smoking on the job is a poor personal habit.

4. Touching your face or clothes while preparing food is not a good personal habit.

5. Wearing a bandage over an open cut is a good personal habit. Any cuts or sores, no matter how small, should be bandaged. An accident report should be filled out.

6. Washing your hands after picking up items off the floor is a good personal habit. You should always wash your hands after picking things up off the floor. Also wash after touching things that might be dusty or dirty.

7. Wiping your fingers on your apron is not a good personal habit. You should wash your hands and dry them instead of wiping them on your apron. Wiping your hands on your apron does not really clean your hands. It does make your apron dirty.

Teaching Aid 18

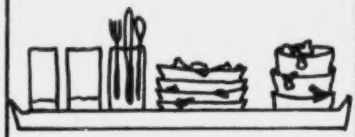
Sanitary Method of Handwashing

1. Use the correct sink for handwashing.
2. Stand well away from the sink and turn the water on.
3. Use water as warm as the hands can comfortably stand.
4. Moisten the hands and apply a disinfectant soap. Lather well beyond the wrists as far as needed to remove dirt and soil.
5. Rub hands together briskly for about 20 seconds.
6. Pay careful attention to the areas between the fingers, knuckles, and around the nails. Use a brush for cleaning under the nails.
7. Rinse hands thoroughly under running water. Allow the water to flow from above, down the fingertips. This rinses contaminants off the hands rather than up the arms.
8. Dry hands and wrists thoroughly, with a sanitary single-service towel or hot air dryer. Dispose of the paper towel in a provided container.
9. Do not touch anything that could contaminate your hands before returning to work.
10. Wash your hands often enough to keep them clean at all times.

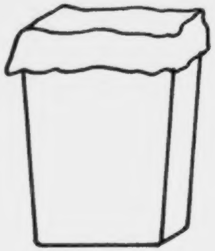
Precleaning Dishes

Teaching Aid 19

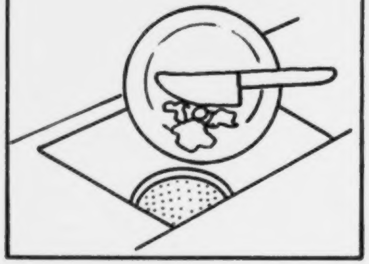
1. Dirty dishes



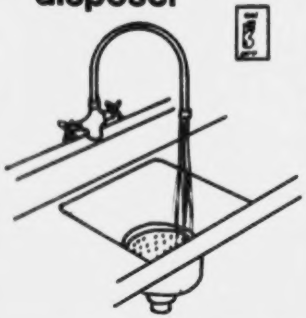
2. Put paper in trash can



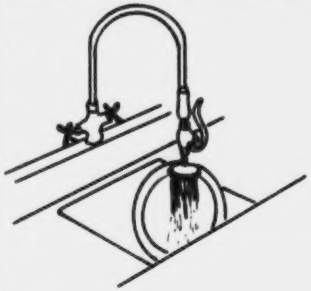
3. Scrape dishes into garbage disposer



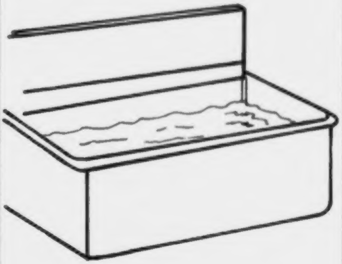
4. Run garbage disposer



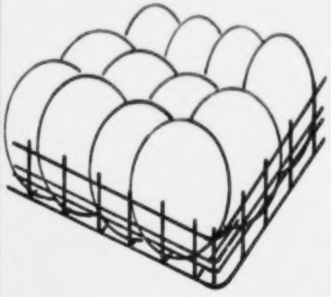
5. Rinse the dishes



6. Presoak dishes if needed



7. Rack dishes

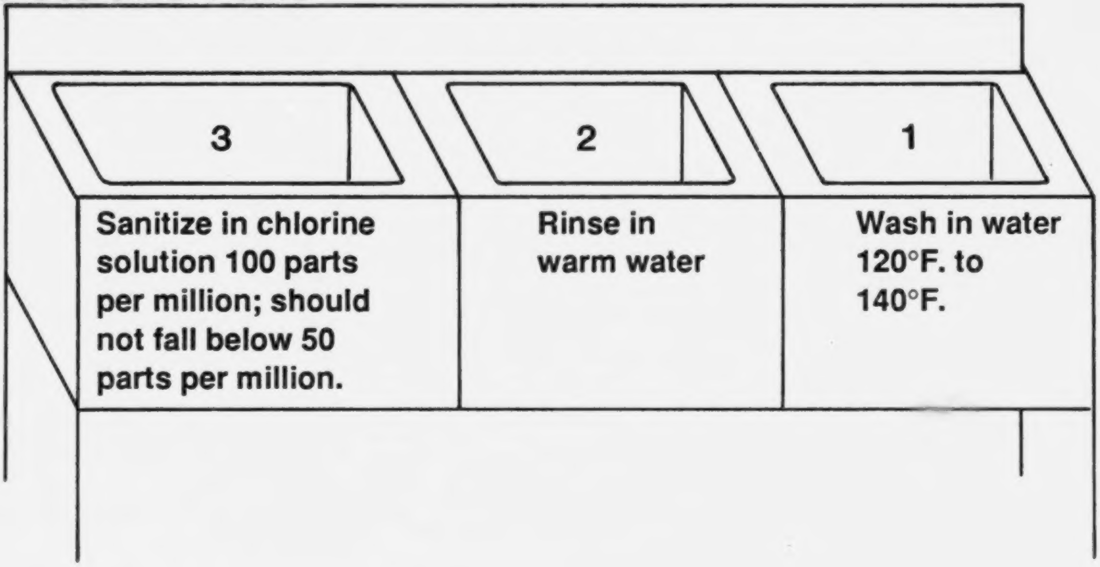


Dishes That Are Sanitary Are Free From:

1. visible soil, such as eggs and gravy.
2. stains, such as coffee, tea, and lipstick.
3. greasy film.
4. cracks and chips that harbor bacteria.
5. bacteria.

Sinks and Temperatures for Hand Dishwashing

Pots and Pans

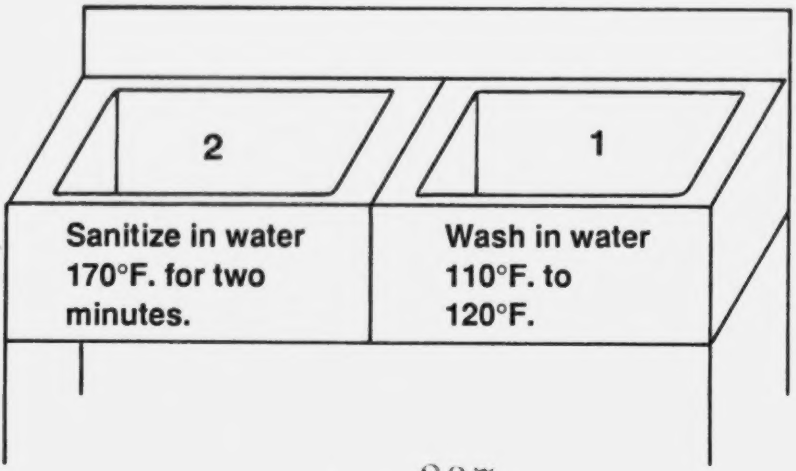


Sanitize in chlorine solution 100 parts per million; should not fall below 50 parts per million.

Rinse in warm water

Wash in water 120°F. to 140°F.

Dishes



Sanitize in water 170°F. for two minutes.

Wash in water 110°F. to 120°F.

Sanitary Methods to Clean Pots and Pans

1. Get supplies and equipment ready. Get out fiber brush, wire brush, detergent, and sanitizing agent. Use a two- or three-compartment sink.
2. Fill first compartment of the sink with hot water (110-120° F.)
3. Scrape pots and pans. Soak until time to wash them.
4. Drain first compartment, and fill with hot water (110-120° F.)
5. Measure the right amount of detergent. (Follow the package directions.) Add detergent to water.
6. Wash pots and pans, using a clean fiber brush.
7. Change water if needed to keep it at 110° F.
8. Scrub burned pots and pans with a wire brush.
9. Rinse pots and pans in warm water in second sink. Change water often to keep it free of detergent.
10. Sanitize in rinse section if using a two-compartment sink. Hold pots and pans in 170° F. water for 2 minutes.
11. Fill the second compartment of the three-compartment sink with clean hot water to cover pots and pans.
12. Place pots and pans in 170° F. water for 2 minutes to sanitize, or in 212° F. water for 30 seconds.
13. Use chlorine bleach as sanitizing agent, if desired. (Follow directions on bottle.)

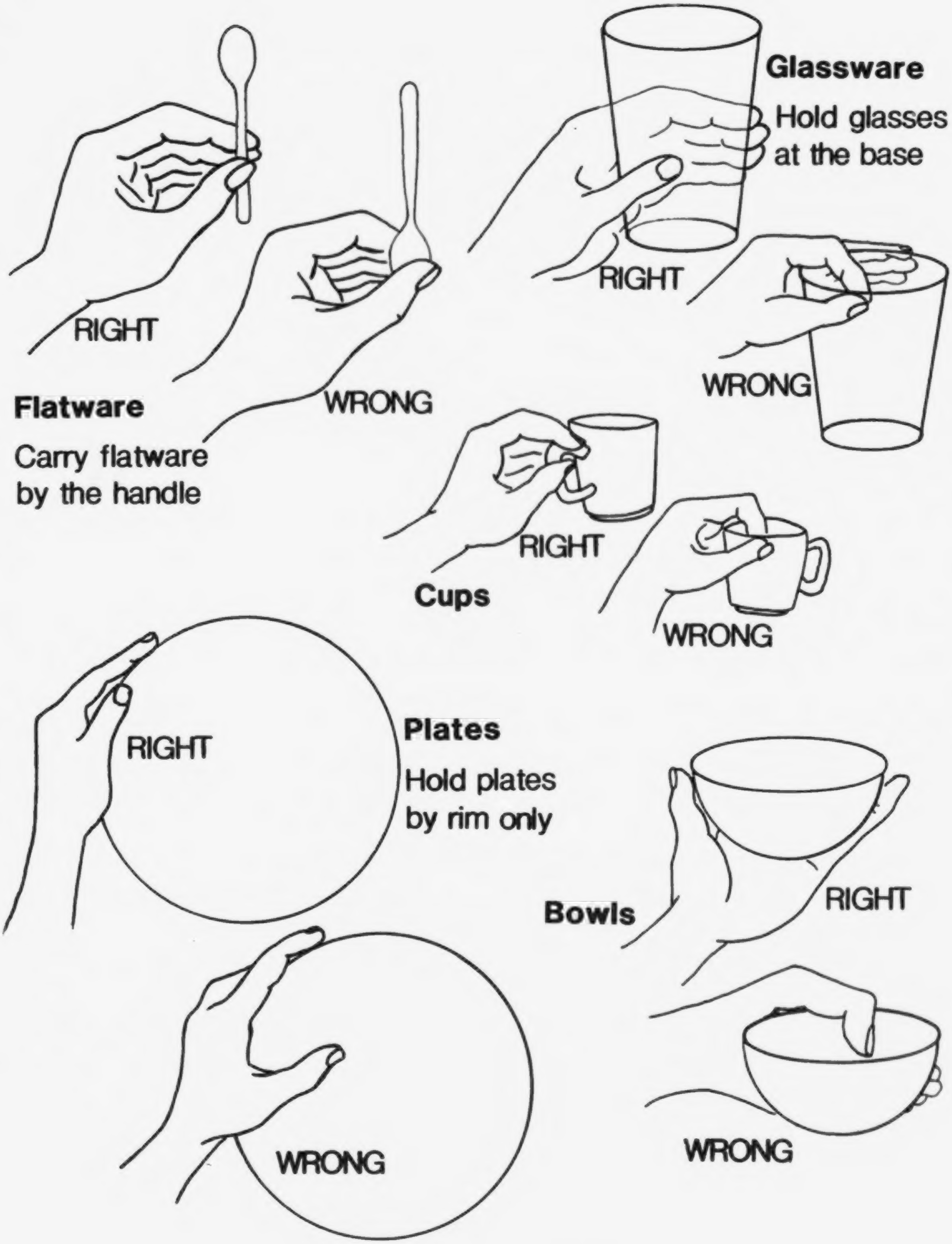
14. Pots and pans which are too large to be covered with water in the third compartment, are sanitized by hosing with live steam, or boiling water or by spraying or swabbing with a chlorine solution.

15. Remove pots and pans from hot water.

16. Drain pots and pans. Air-dry on a rack or clean surface. Do not towel dry.

17. Store pots and pans upside down on shelves, or cover to protect.

Handling Clean Dishes


RIGHT
WRONG
RIGHT
WRONG
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WRONG
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WRONG
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WRONG

Flatware

Carry flatware
by the handle

Glassware

Hold glasses
at the base

Cups

Plates

Hold plates
by rim only

Bowls

240

Cleaning Procedures

Dining Tables, Counters, Bar Tops, Chairs, and Stools

1. When the guest leaves his seat, clear away dishes, glasses, flatware and trash.
2. Wipe area, including edges of furniture and chair seats, with clean towel wrung out in sanitizing solution.
3. Check ashtrays, salt and pepper shakers, and sugar containers, and wipe these items clean.
4. Wipe all surfaces with a clean, dry, cloth.
5. Rinse towels in solution often.
6. Keep towels clean. Change them often.
7. Each day, spray a cleaning and sanitizing agent on surfaces. Wipe clean and dry.

Loading Dock

1. Sweep up and remove all loose trash.
2. Apply hot sanitizing solution to floor areas and to garbage can exteriors, steps, ramps, etc.
3. Let solution stand 5 minutes.
4. Spray/rinse with clear hot water.

Walls--Tile, Block, and Plaster

1. Wipe clean with a warm solution of cleaner.
2. Clean areas, such as light switches, that come in contact with hands.
3. Clean areas soiled by splashing solutions and waste materials.
4. Let surfaces air dry.
5. If walls are heavily soiled, rinse with clear water, and allow to air dry.

Finished Wood Paneling

1. Wipe clean with clean cloth wrung out in an all-purpose cleaning solution.
2. Wipe dry with a clean, dry cloth.

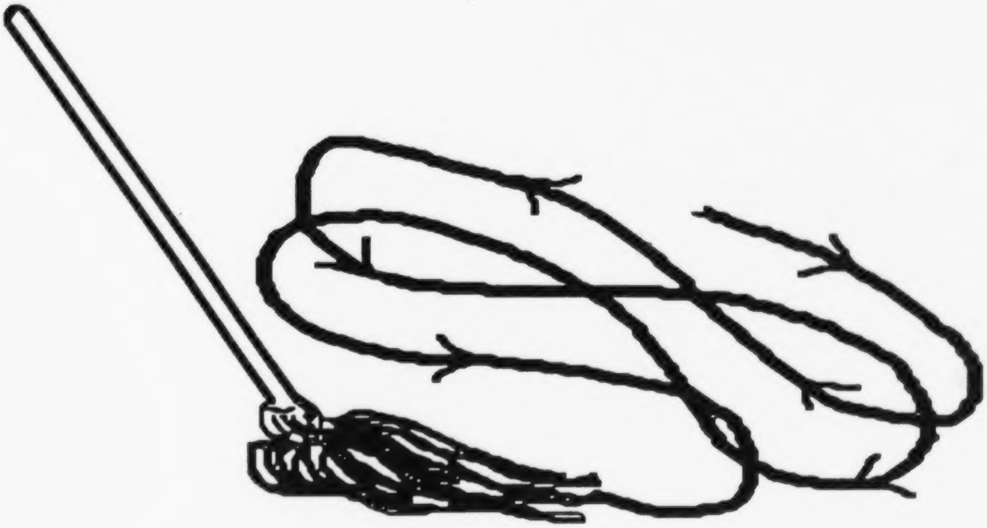
Floors

1. Clear floors of all movable objects.
2. Sweep to remove loose soil.
3. Mop with a disinfectant solution.
4. Rinse mop.
5. Rinse floor, changing water frequently.

*See *Food Production, Management, and Services* for instructions for specific floor finishes.

Efficiently Cleaning the Floor

1. Use two buckets--one filled with clean warm water and one filled with water to which a synthetic detergent has been added.
2. Dip the mop into the bucket with detergent, and wring out until partially dry.
3. Start about two feet from the baseboard and then make a long stroke close to the baseboard. Use a figure eight motion as you mop as shown in the illustration below. To remove any stubborn spots, use the heel of the mop.
4. Mop an area about 9 x 12 feet; then rinse the floor and let dry.
5. Change cleaning solution and rinse water often.
6. When the job is completed, clean the equipment and store it in specified areas.



Destroying and Repelling Pests

1. Keep all windows and doors shut.
2. Maintain proper sanitation and housekeeping inside and outside of the establishment.
3. Spray inside and outside with pesticide.
4. Eliminate the presence of rodents.
5. Clean garbage cans and keep them covered.

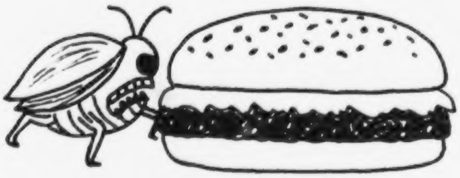
Food Contamination

Food may be contaminated by:

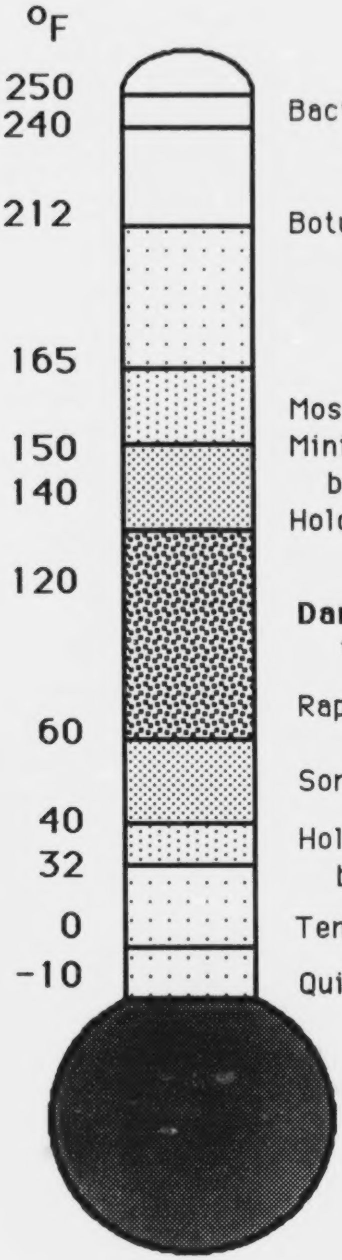
1. chemicals,
2. physical matter, such as dirt or dust,
3. animals, or
4. microbiological organisms, such as bacteria, viruses, yeasts, and molds.

Food may be infected by:

1. A person who sneezes or coughs.
2. Hands that have not been washed properly. (wash at least once an hour to be safe.)
3. Fingernails which have not been cleaned properly.
4. The use of hands instead of the proper utensil.
5. Dishes, sinks, and equipment which are not sanitized properly.
6. Employees who are ill.
7. Persons with cuts or infections on their hands.
8. Leakage of sewage lines or unsanitary restroom conditions.
9. Certain chemicals.
10. Hair that is not contained.
11. Dust on equipment, floors, and counters.
12. Plants.
13. Contaminated rags and sponges.
14. Failure to properly refrigerate potentially hazardous foods.



Temperatures for Keeping Food Safe



Bacterial control in low-acid foods

Botulism toxin inactivated by boiling 20 minutes

Most harmful bacteria killed in food

Minimum safe temperature of cooked food to kill bacteria

Holding temperature for hot foods

Danger Zone for Food (Rapid refrigeration of foods recommended in this range.)

Rapid bacterial growth in food

Some bacterial growth

Holding temperature for cold foods, slow bacterial growth

Temperature for holding frozen foods

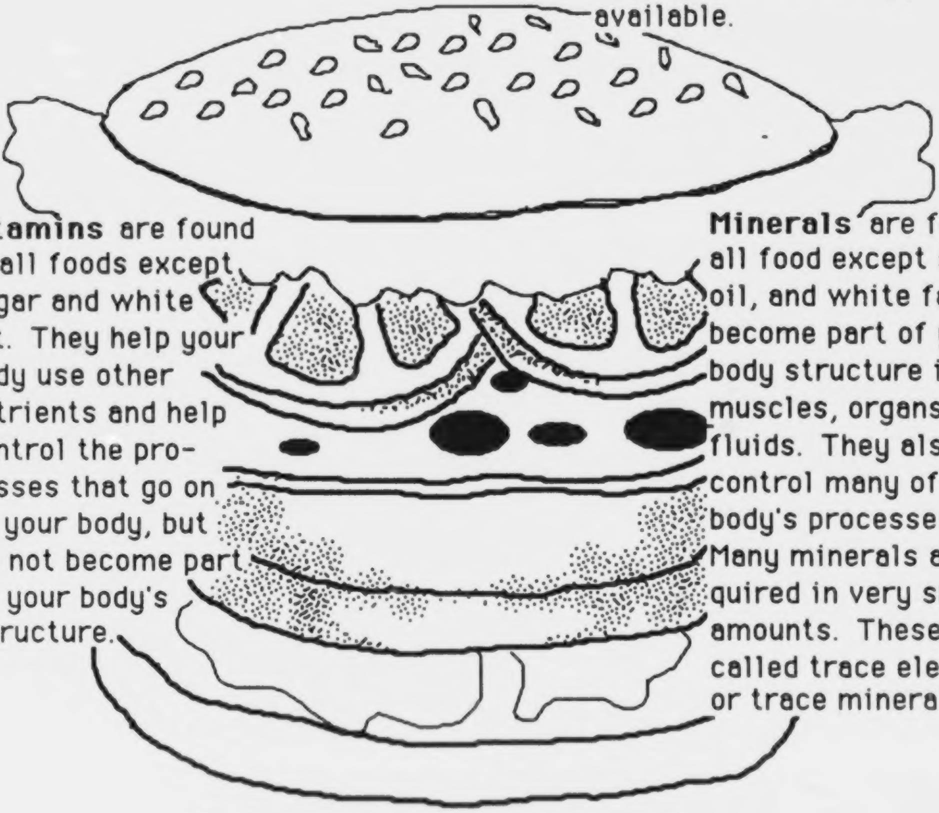
Quick freeze

Teaching Aid 29

How a Cheeseburger Turns into Nutrients

Fats come from animals and plants Fats supply energy. Pound for pound, fats supply twice as much energy as proteins and carbohydrates.

Carbohydrates come from fruits, vegetables, and grains. They are the body's main source of energy. They are widely used and are the least expensive food energy available.



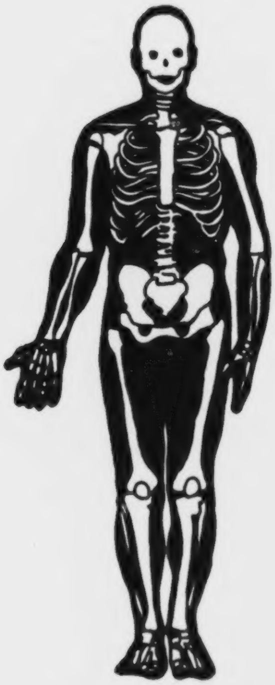
Vitamins are found in all foods except sugar and white fat. They help your body use other nutrients and help control the processes that go on in your body, but do not become part of your body's structure.

Minerals are found in all food except sugar, oil, and white fat. They become part of your body structure in bones, muscles, organs, and fluids. They also help control many of your body's processes. Many minerals are required in very small amounts. These are called trace elements or trace minerals.

Proteins come from meat, poultry, fish, dairy products, nuts, and legumes. They are used by your body to build and mend cells, and to control body processes. Your body will use protein for energy if you don't eat enough carbohydrates or fats.

Teaching Aid 30

Functions of Nutrients



Protein, Calcium, Water, Phosphorous, Vitamins A, C, D, E

WATER carries nutrients to body cells.

PROTEIN promotes growth; builds cells, tissues, muscles, and bones.

CARBOHYDRATES provide energy.

FATS provide energy and carry fat-soluble vitamins.

CALCIUM builds strong bones and teeth.

PHOSPHOROUS helps calcium work.

VITAMIN D is needed for using calcium and phosphorous.

VITAMIN C aids in healing wounds; builds healthy bones, teeth, blood vessels, and other tissues.

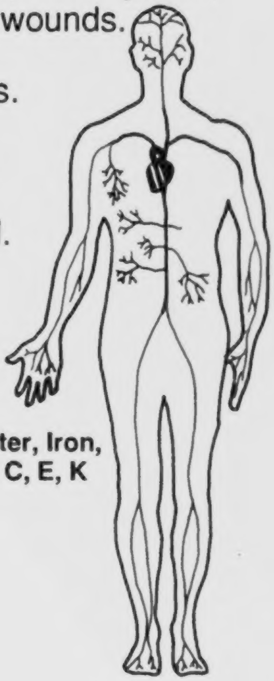
VITAMIN A promotes good vision, healthy skin, strong bones, and aids in healing wounds.

VITAMIN E preserves cell tissues.

VITAMIN K helps blood clotting.

IRON carries oxygen to the blood.

Protein, Water, Fats, Carbohydrates, Vitamins A, C, E

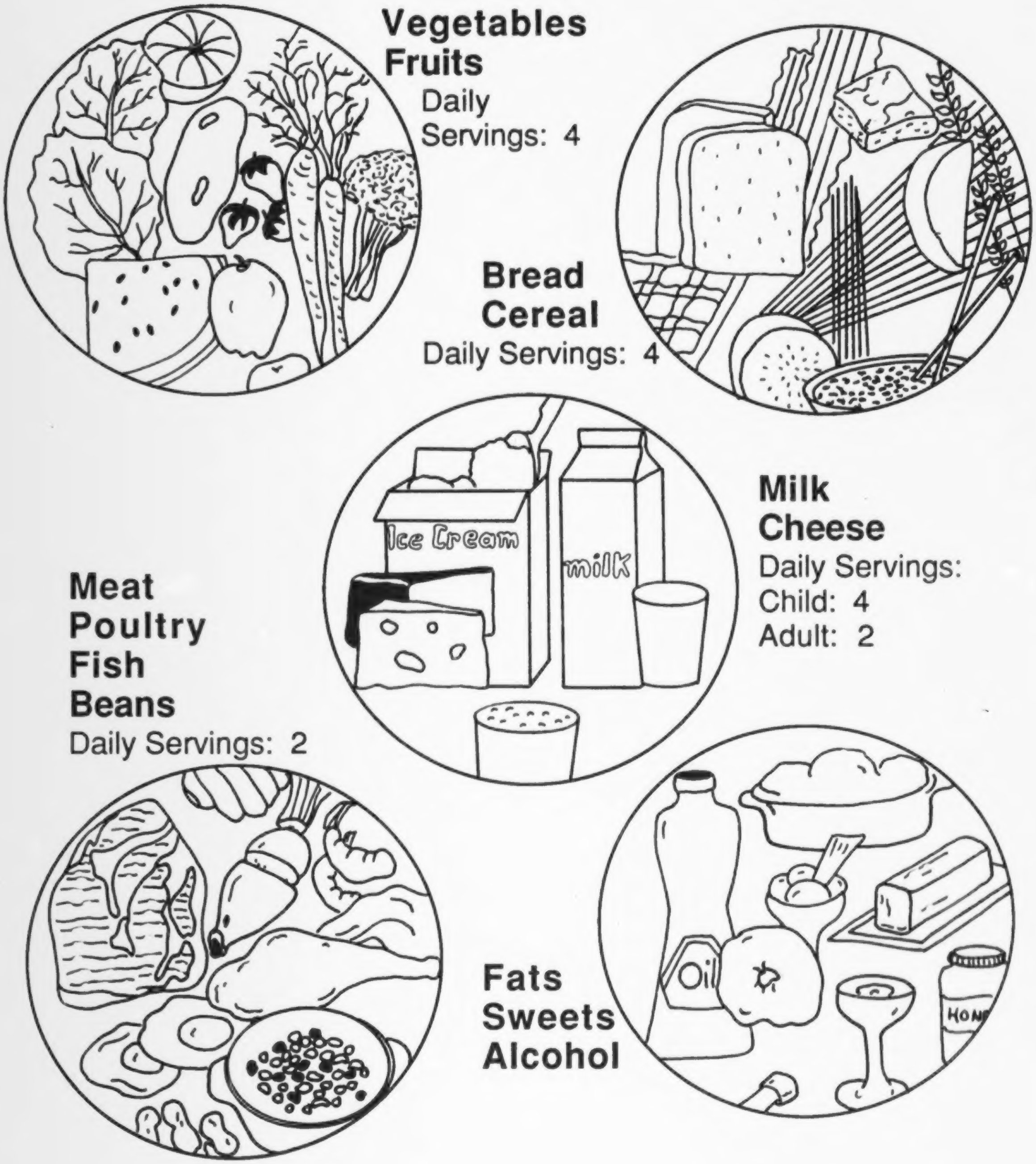


Protein, Water, Iron, Vitamins A, C, E, K

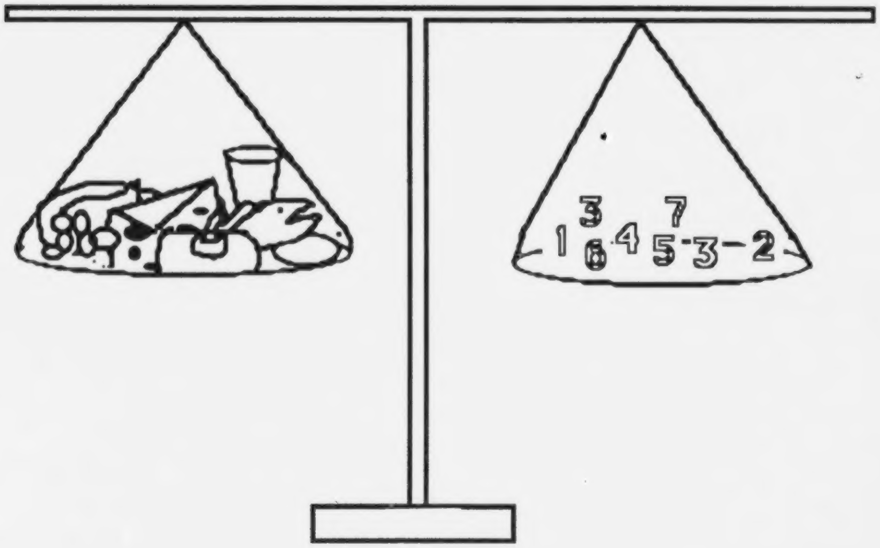
Teaching Aid 31

Five Food Groups

Daily Food Guide


Vegetables
Fruits
Daily
Servings: 4
Bread
Cereal
Daily Servings: 4
Ice Cream
milk
Milk
Cheese
Daily Servings:
Child: 4
Adult: 2
Meat
Poultry
Fish
Beans
Daily Servings: 2
Fats
Sweets
Alcohol
Oil
HONE

Dietary Guidelines



1. Eat a variety of foods: fruits, vegetables, milk, cheese, yogurt, whole grain and enriched breads, meats, fish, poultry and eggs.
2. Maintain ideal weight. Improve eating habits by preparing smaller portions and eating slowly. Lose weight by increasing exercise and eating less sweets and fatty foods.
3. Avoid too much fat, saturated fat, and cholesterol. Choose lean meat, fish, poultry, butter, cream, shortenings, coconut oil.
4. Eat foods with adequate starch and fiber. Substitute starches for sugar and cereals, fruits and vegetables, beans, peas, and nuts.
5. Avoid too much sugar. Select fresh fruits or those canned without sugar or in light syrup. Use less of all sugars including honey and syrups.
6. Avoid too much sodium. Cook with small amounts of salt. Limit intake of salty foods. Taste foods before salting and learn to like the unsalted flavor of foods.
7. If you choose to drink do so in moderation.

School Lunch Patterns for Various Age/Grade Groups

U.S. Department of Agriculture, National School Lunch Program

USDA recommends, but does not require, that you adjust portions by age/grade group to better meet the food and nutritional needs of children according to their ages. If you adjust portions, Groups I-IV are minimum requirements for the age/grade groups specified. If you do *not* adjust portions, the Group IV portions are the portions to serve all children

COMPONENTS		MINIMUM QUANTITIES				RECOMMENDED QUANTITIES[2]	SPECIFIC REQUIREMENTS
		Preschool		**Grades K-3**	**Grades 4-12**[1]	**Grades 7-12**	
		ages 1-2 (Group I)	ages 3-4 (Group II)	ages 5-8 (Group III)	age 9 & over (Group IV)	age 12 & over (Group V)	
MEAT OR MEAT ALTERNATE	**A serving of one of the following or a combination to give an equivalent quantity:**						• Must be served in the main dish or the main dish and one other menu item • Vegetable protein products, cheese alternate products, and enriched macaroni with fortified protein may be used to meet part of the meat/meat alternate requirement. Fact sheets on each of these alternate foods give detailed instructions for use.
	Lean meat, poultry, or fish (edible portion as served)	1 oz	1½ oz	1½ oz	2 oz	3 oz	
	Cheese	1 oz	1½ oz	1½ oz	2 oz	3 oz	
	Large egg(s)	½	¾	¾	1	1½	
	Cooked dry beans or peas	¼ cup	⅜ cup	⅜ cup	½ cup	¾ cup	
	Peanut butter	2 Tbsp	3 Tbsp	3 Tbsp	4 Tbsp	6 Tbsp	
VEGETABLE AND/OR FRUIT	**Two or more servings of vegetable or fruit or both to total**	½ cup	½ cup	½ cup	¾ cup	¾ cup	• No more than one-half of the total requirement may be met with full-strength fruit or vegetable juice. • Cooked dry beans or peas may be used as a meat alternate or as a vegetable but not as both in the same meal
BREAD OR BREAD ALTERNATE	**Servings of bread or bread alternate** A serving is • 1 slice of whole-grain or enriched bread • A whole-grain or enriched biscuit, roll, muffin, etc • ½ cup of cooked whole-grain or enriched rice, macaroni, noodles, whole-grain or enriched pasta products, or other cereal grains such as bulgur or corn grits • A combination of any of the above	5 per week	8 per week	8 per week	8 per week	10 per week	• At least ½ serving of bread or an equivalent quantity of bread alternate for Group I, and 1 serving for Groups II-V, must be served daily. • Enriched macaroni with fortified protein may be used as a meat alternate or as a bread alternate but not as both in the same meal. NOTE: *Food Buying Guide for Child Nutrition Programs*, PA-1331 (1983) provides the information for the minimum weight of a serving.
MILK	**A serving of fluid milk**	¾ cup (6 fl oz)	¾ cup (6 fl oz)	½ pint (8 fl oz)	½ pint (8 fl oz)	½ pint (8 fl oz)	At least one of the following forms of milk must be offered • Unflavored lowfat milk • Unflavored skim milk • Unflavored buttermilk NOTE: This requirement does not prohibit offering other milks, such as whole milk or flavored milk, along with one or more of the above.

[1] Group IV is highlighted because it is the one meal pattern which will satisfy all requirements if no portion size adjustments are made.

[2] Group V specifies recommended, not required, quantities for students 12 years and older. These students may request smaller portions, but not smaller than those specified in Group IV.

U.S. Department of Agriculture, Menu Planning Guide for School Food Service, Washington, D.C.: U.S. Government Printing Office, 1983.

Teaching Aid 34

Therapeutic Diets

Light Diets

Foods Allowed	Foods to be Avoided
cheddar cheese tender cuts of beef, lamb, and veal such as steaks and roasts bacon, liver all soups cooked vegetables and fruits, citrus fruits, bananas, lettuce and tomato salads enriched and whole wheat bread and crackers plain cakes	rich pastries heavy salad dressings fried foods coarse foods such as some very coarse cereals fruits and vegetables that are high in cellulose foods that cause flatulence nuts

Clear Liquid Diets

Foods Allowed

apple and tomato juice
fat-free broths or bouillon (clear soups)
plain gelatin
fruit juice
ginger ale and carbonated water (if permitted by physician)
tea or black coffee with sugar
all clear liquids
fruit and vegetable juices
strained soups (cream or water based)
strained, cooked cereals
junket (sweetened, flavored, thickened milk dessert)
sherbet
milk, cream, buttermilk
cocoa

Bland Diets

Foods Allowed	Foods to be Avoided
milk, cream, buttermilk, yogurt	coarse foods
cottage cheese and cream cheese, mild American cheese if combined with another food	fried foods
butter and margarine	usually coffee and tea
eggs, except fried	highly seasoned foods
very tender roast, broiled, and boiled beef, lamb, veal, chicken, fish, liver, and sweetbreads	condiments
refined cereals, macaroni, spaghetti, noodles, white bread rolls, crackers	pasteries and candies
cream soups and broths	raw fruits and vegetables (except bananas, fruit juices, lettuce and tomatoes without seeds)
cooked, milk-flavored vegetables without coarse fibers	alcoholic and carbonated beverages
orange, prune, peach, and pear juice, ripe banana, applesauce baked apple (no skin), canned fruits including skinless apricots, white cherries, peaches and pears. (Orange juice should be served during or after the meal)	smoked and salted meats and fish; pork
custard, pudding, gelatin, junket, sponge cake, plain cookies, vanilla ice cream. (Patients eat ice cream slowly so it reaches body temperature)	avocados, nuts, olives, coconut
decaffeinated coffee, weak tea if permitted by physician	whole grain breads and cereals

Teaching Aid 34

Low Calorie Diets

Foods Allowed	Foods to be Avoided
skim milk, buttermilk limited butter or margarine cottage cheese and other skim milk cheeses eggs, except prepared with fat lean beef, lamb, veal, pork, chicken, turkey, fish clear soups whole grain or encriched bread as allowed by a physician low cargbohydrate vegetables fresh fruits and those canned with little or no sugar coffee or tea, without milk and sugar salt, pepper, herbs, garlic, and onions	fatty meats and gravies cream, salad dressings fats, fried foods whole milk and whole milk cheeses alcoholic beverages and sweet sodas

Diabetic Diets

Foods Usually Omitted

sugar, honey, pies, jam
cookies, condensed milk
candy, chewing gum
syrup, jelly, cakes, soft drinks
coffee, tea, parsley, nutmeg
bouillon (without fat), lemon
unsweetened gelatin, mustard
salt, onion salt or powder
pepper, horseradish
red pepper, vinegar, paprika, milk
garlic, cinnamon, celery salt, lime

Low Fat Diets

Foods Allowed	Foods to be Avoided
skim milk, buttermilk, and yogurt made from skim milk cottage cheese eggs, but limited in number according to amount of fat allowed in diet butter and margarine--usually limited to 1 tbsp. or less daily and excluded entirely if very low fat allowed in diet fat-free soup broth cooked vegetables; lettuce and tomatoes (without skin or seeds); fruit juice; bananas; citrus fruit without membrane refined breads and cereals as desired except for egg noodles gelatin, angel cake, cereal puddings made with skim milk, ices coffee, tea, carbonated beverages jelly, honey as desired	cream and whole milk cheese except uncreamed cottage cheese all fats unless a minimum of butter or margarine is allowed commercially prepared soups or any soups made with whole milk or cream fatty meats such as pork, bacon, ham, goose, duck, fatty fish desserts except for those on the allowed list chocolate, nuts, coconut salad dressings, salad oils, gravies fried foods garlic, pickles

Teaching Aid 34

Soft Diets

Foods Allowed	Foods to be Avoided
milk, cream, butter milk cheeses such as cottage or cream cheese eggs, except fried tender chicken, fish, sweetbreads, ground beef and lamb soup broth and strained cream soups tender, cooked vegetables or pureed vegetables fruit juices, cooked fruit, bananas, orange and grapefruit sections with membranes removed, nuts and coconuts refined cereals, cooked cereals spaghetti, noodles, macaroni enriched white bread white crackers tea, coffee, cocoa, carbonated beverages sherbet, ices, plain ice cream, custard, pudding, junket, gelatin, plain cookies, angel and sponge cake	meat and shellfish with tough connective tissue coarse cereals condiments (foods used as seasonings, relishes) rich pasteries and desserts foods high in cellulose fried foods raw vegetables and raw fruits (except bananas and citrus fruits with membranes removed) eggnog carbonated beverages

Teaching Aid 35

Menu Form for Modified Diets*

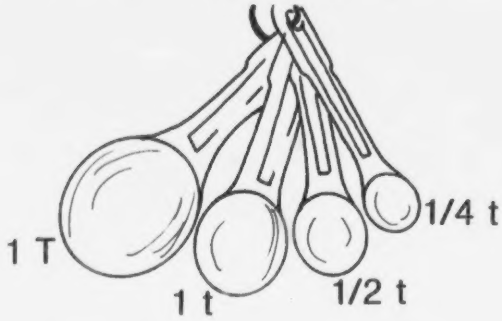
Form Number: ____________________ Date: ____________________

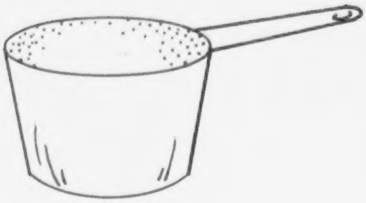
	Regular Menu	Soft	Calorie Restricted	Bland	Fat Restricted
Breakfast	orange juice cream of wheat fried eggs toast jelly milk coffee	orange juice cream of wheat ***soft-cooked egg***• toast jelly milk	orange juice cream of wheat ***soft-cooked egg*** ***toast-1 slice*** jelly ***milk-skim***	orange juice cream of wheat ***soft-cooked egg*** toast jelly milk	orange juice cream of wheat ***soft-cooked egg*** toast jelly ***milk-skim***
Lunch	baked ham glazed sweet potato buttered peas endive salad with French dressing bread butter pineapple ice cream	***beef pattie*** ***mashed potato*** buttered peas bread butter ***vanilla ice cream***	baked ham ***plain peas*** ***endive salad with lemon wedge*** ***bread-1/2 slice*** butter ***cantaloupe***	***beef pattie*** glazed sweet potato ***pureed peas*** bread butter ***vanilla ice cream***	***beef pattie*** glazed sweet potato buttered peas ***endive salad with lemon wedge*** bread ***butter-1 pat*** ***cantaloupe***
Supper	vegetable soup poached egg buttered spinach sliced tomato salad rolls butter date bars milk	vegetable soup poached egg buttered spinach sliced tomato salad ***bread*** butter ***baked custard*** milk	vegetable soup ***sliced chicken*** buttered spinach sliced tomato salad ***bread-1 slice*** butter ***peaches*** ***milk-skim***	vegetable soup ***sliced chicken*** ***pureed spinach*** sliced tomato salad ***bread*** butter ***peaches*** milk	***consumme*** ***sliced chicken*** buttered spinach sliced tomato salad rolls butter ***peaches*** ***milk-skim***

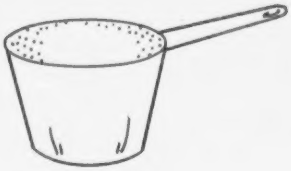
• Represents any deviation from the Regular Menu.

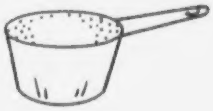
*U.S. Department of Health, Education, and Welfare. *A Guide to Nutrition and Food Service.* Washington, DC: Government Printing Office, 1971.

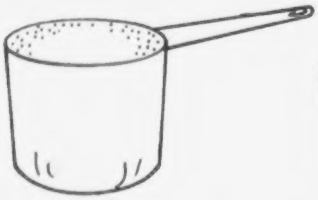
Measuring Equipment

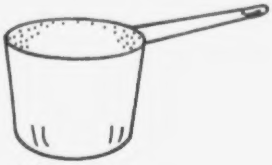

1 T
1 t
1/2 t
1/4 t

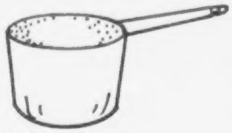

250 ml

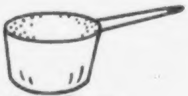

125 ml

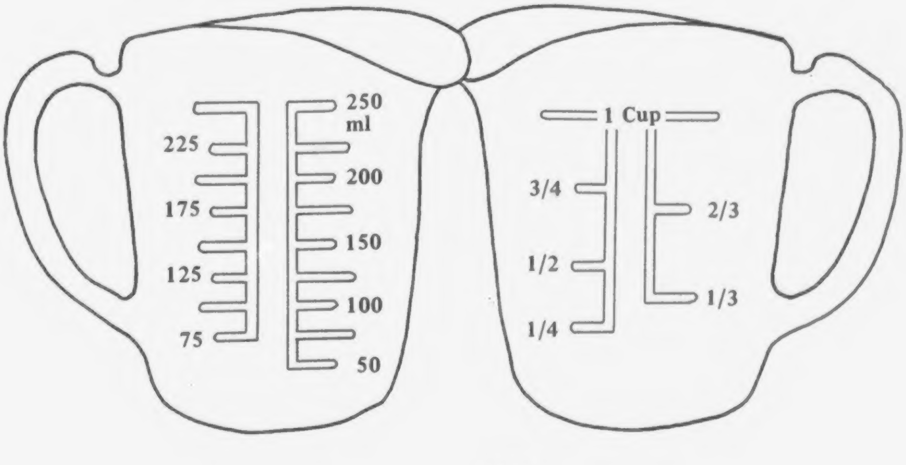

50 ml


1 Cup


1/2 Cup


1/3 Cup


1/4 Cup


250
ml
225
200
175
150
125
100
75
50
1 Cup
3/4
2/3
1/2
1/3
1/4

Fun with Measurements
(Teacher Information Sheet)

Number of Players: Any number

Objective: To demonstrate knowledge of correct use of measuring equipment.

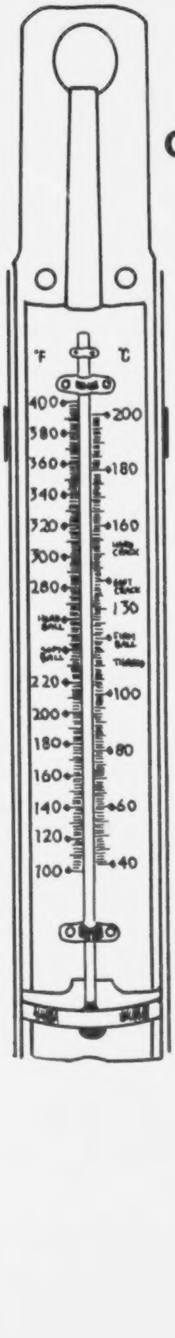
Divide the class into two teams. As you name a food the first person on the first team tells if a dry measuring cup or a liquid measuring cup should be used with that particular food. If he or she answers correctly that team receives one point. If he or she does not answer it correctly the other team has a chance to win that point. The game can be stopped at any time. The team with the most points wins the game.

Listed below are some suggested foods to use. If the students do not know what the food is, show them a sample from the food service laboratory.

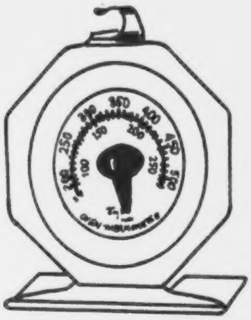
Brown sugar
Cereal
Chocolate chips
Corn meal
Corn syrup
Flour
Granulated Sugar
Milk
Oatmeal
Raisins
Rice
Shortening
Tea

Teaching Aid 38

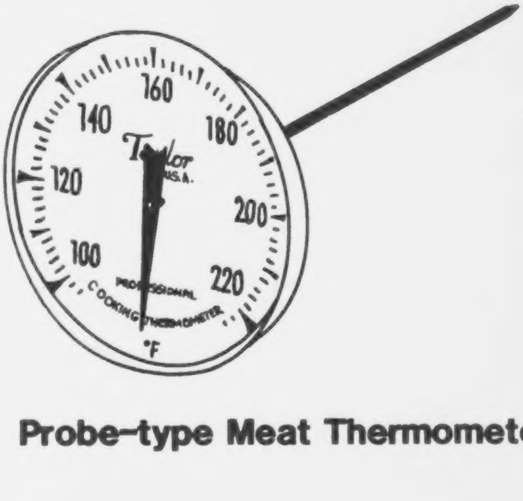
Types of Thermometers


°F
°C
400
380
360
340
320
300
280
220
200
180
160
140
120
100
200
180
160
130
100
80
60
40

Confectionary Thermometer


OVEN THERMOMETER

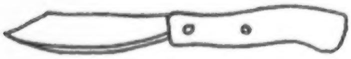
Oven Thermometer

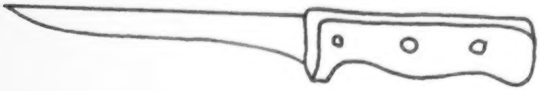

160
140
180
120
200
100
220
Taylor
U.S.A.
PROFESSIONAL
COOKING THERMOMETER
°F

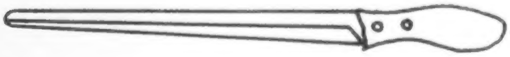
Probe-type Meat Thermometer

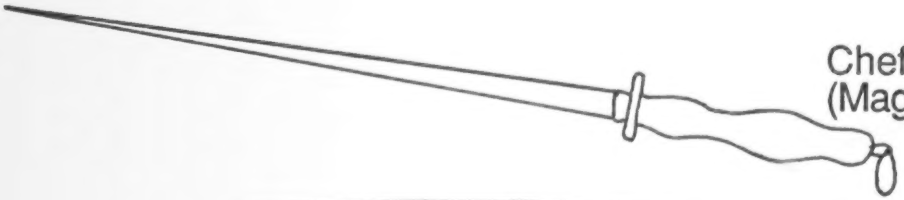
Teaching Aid 39

Cutting Devices


Paring Knife


Boning Knife


Roast Slicer


Chef's Steel (Magnetized)

French Cook's Knife

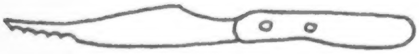
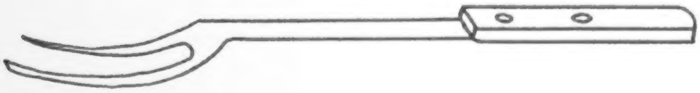
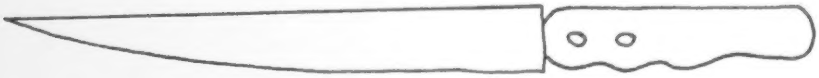
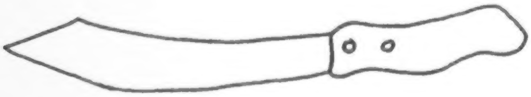


Table Steak Knife


Carving Fork


Carving Knife


Butcher Knife

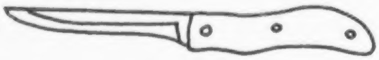
Safety Practices In Using Cutlery

Proper use and care of knives is an important factor in keeping them in good condition. Following are some guidelines for using knives:

1. Use the correct knife for a particular job.
2. Use a cutting surface (cutting board/table) whenever possible.
3. Always wash and wipe a knife from the back of the blade, being sure that your fingers do not extend to the cutting edge.
4. Do not put a knife into water where it is not easily seen.
5. When carrying a knife, hold it with the point downward.
6. Do not use a knife as a lever to pry jar lid off or for other similar purposes.
7. Do not use a knife for cutting paper and string or for sharpening pencils.
8. If it is used effectively and thoughtfully, a sharp knife is safer than a dull knife.
9. Knives stored in racks or in slots in drawers can be picked up with more safety than those which are thrown into a drawer.
10. Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes, since heat damages the blade.

Most Common Knives and Their Uses

BONING KNIFE

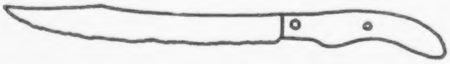


5 to 6 inch blade made of stainless or carbon steel; wooden or plastic handle

Disjointing fowl, separating meat from bone, dicing raw meats, coring lettuce

BREAD KNIFE

Slicing bread or cake

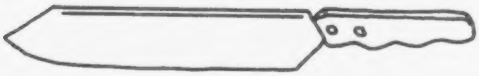


9 inch blade with serrated edge

Hint for using: Hold bread or cake lightly and use a sawing motion with the knife.

BUTCHER KNIFE

Disjointing fowl; preparing spareribs, pork loin; cutting brisket, short ribs from rib roast, chuck roast, rump; cutting lobster, crawfish; scaling fish; removing head of fish; cutting sweet potatoes, cabbage, watermelon, squash



Slightly curved, heavy, rigid blade with a blunt tip

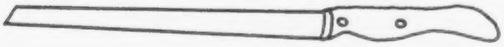
FRENCH KNIFE

Slicing and cutting raw fruits and vegetables; slicing hot or warm meat; chopping small quantities of materials, such as parsley, onions, and nuts; dicing and mincing ingredients.

8 to 12 inch blade of
carbon or stainless steel;
wooden handle

Hint for Using: Hold point of knife on cutting surface with one hand. Use other hand to lift handle of knife in an up-and-down slicing motion.

SLICER

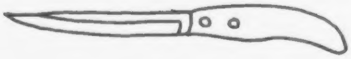


Slicing tomatoes, lettuce wedges, slicing roast or ham; cutting cakes or sandwiches

10 to 16 inch carbon or
stainless steel blade, which
may be serrated; wooden or
plastic handle

Hint for Using: When slicing meat, use back-and-forth sawing motion.

FRUIT AND SALAD KNIFE

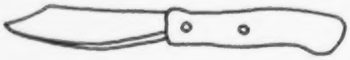


Coring lettuce; paring and sectioning fruits

5 1/2 to 6 inch stainless
steel blade

Teaching Aid 41

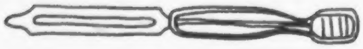
PARING KNIFE



3 to 3 1/2 inch blade of
carbon or stainless steel

Paring fruits and vegetables; removing eyes from potatoes

PEELER



6 inch floating blade

Slicing thin strips of fruits and vegetables; peeling fruits and vegetables

Knives which are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp, and there is less danger that the knife will slip.

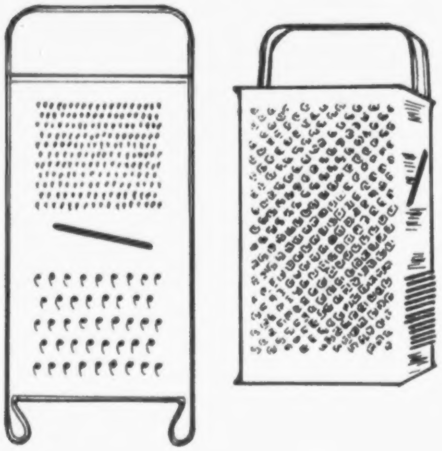
Practices to follow which will help to keep knives sharp are listed below.

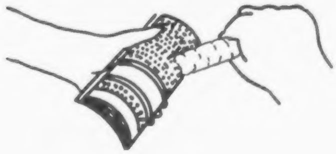
1. Wash knives by themselves, rather than with other utensils.
2. Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
3. Dry each knife separately and store in knife rack or specified place in the drawer.
4. Use only for cutting and slicing, not for prying lids or cans open.

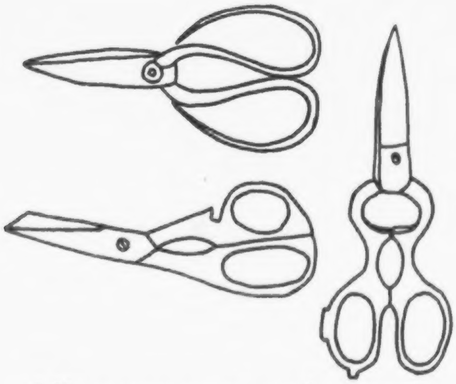
Teaching Aid 42

Other Cutting Tools

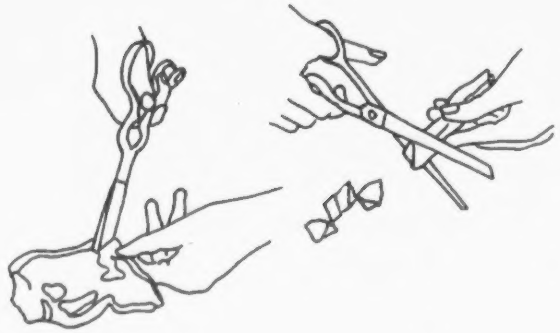
Graters

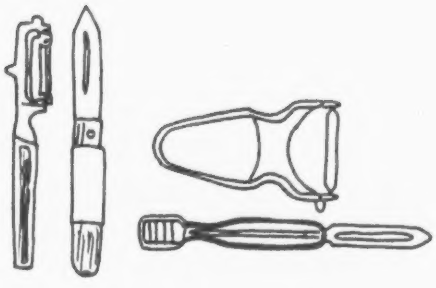


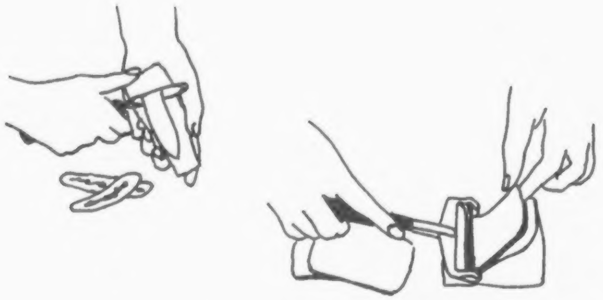




All-purpose scissors







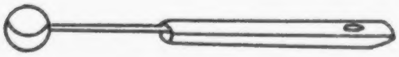
Peelers

Teaching Aid 43

Food Handling Tools

MELON BALL SCOOP

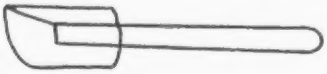
Cutting various fruits and vegetables into small balls.



Stainless blade formed into half-ball cup.

SCRAPER

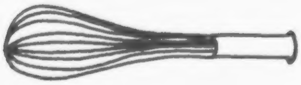
Folding and blending ingredients; scraping dishes, bowls, and plates. Do not use in hot pots: the rubber melts.



9 1/2 or 13 1/2 inches in length; molded rubber attached to wooden or plastic handle.

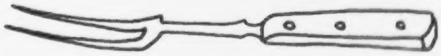
WIRE WHIP

Stirring and whipping ingredients, incorporating air into ingredients (more effective than rotary beater or mixer) eliminating lumps in ingredients.



10, 12, or 16 inches in length; stainless steel or chrome.

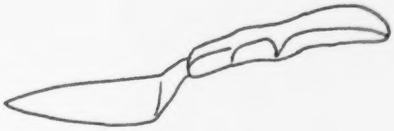
COOK'S, UTILITY, OR KITCHEN FORK



Turning and handling roasts, holding meats while slicing.

8 to 14 inches in length; steel tines riveted to wooden handle.

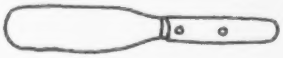
PIE KNIFE OR SERVER



Removing pieces of pie from pan.

6 inch length flat area 4 inches by 2 inches.

SANDWICH SPREADER



Spreading fillings on sandwiches.

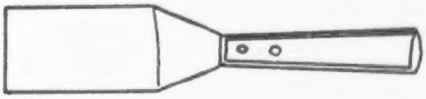
3 1/2 inch blade, which may be serrated.

SPATULA

Leveling ingredients in measuring spoons or cups, spreading large areas of foods.

8 to 12 inches in length; has medium flexibility.

HAMBURGER TURNER



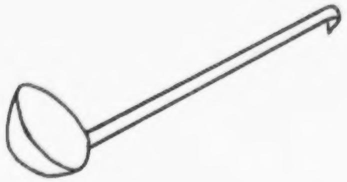
Turning hamburgers or other meat patties.

6 inch blade of stainless steel.

Teaching Aid 43

LADLES

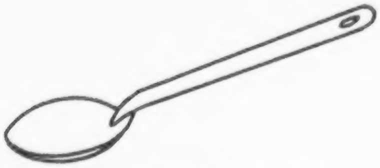
Portioning liquids such as gravies, salad dressings, soups, and sauces. Be sure to use the correct size.



Variety of sizes from 1 to 30 oz.

LONG-HANDLED SPOON

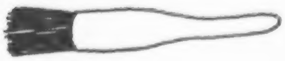
Serving or stirring foods, serving foods which need to be drained.



11 to 15 inches in length; stainless steel, either solid, slotted, or pierced.

PASTRY BRUSH

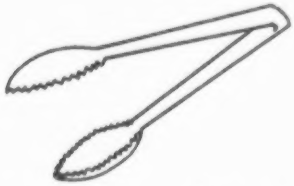
Spreading melted butter or sauce on some food products.



Sterilized bristles held in place by rubber strip.

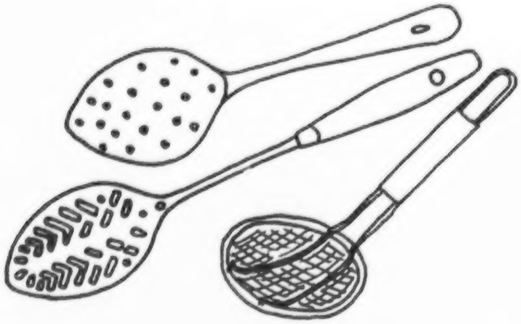
TONGS

Handling food products such as ice cubes and rolls without touching them with hands, lifting and turning meats and vegetables.



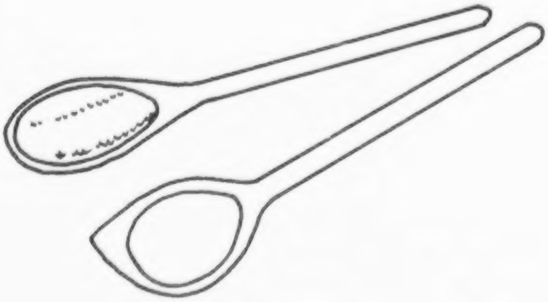
9 to 12 inches in length.

SLOTTED SPOONS AND SKIMMERS



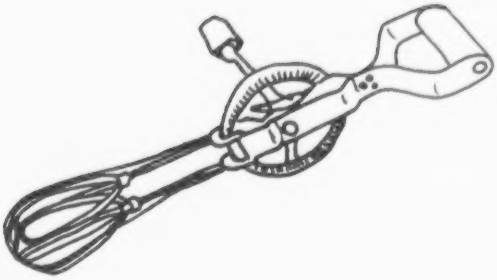
Lift foods out of the liquid, remove scum, grease, or other items from the top of stocks, gravies, and other liquids, lift food out of hot liquids.

WOODEN SPOONS



Stirring, mixing, creaming, tossing, folding, and serving; stirring food in deep pots and steam kettles.

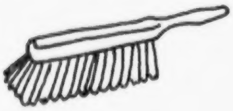
ROTARY WHISKS



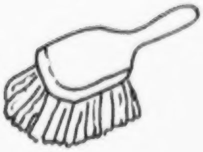
Beating small quantities of eggs or batter.

Teaching Aid 44

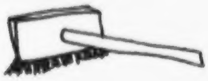
Types of Brushes



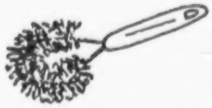
Bench brush.



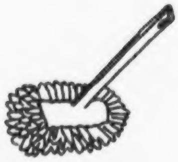
Pot brush.



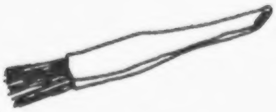
Oven brush and scraper.



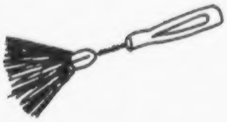
Vegetable brush



Kettle brush.

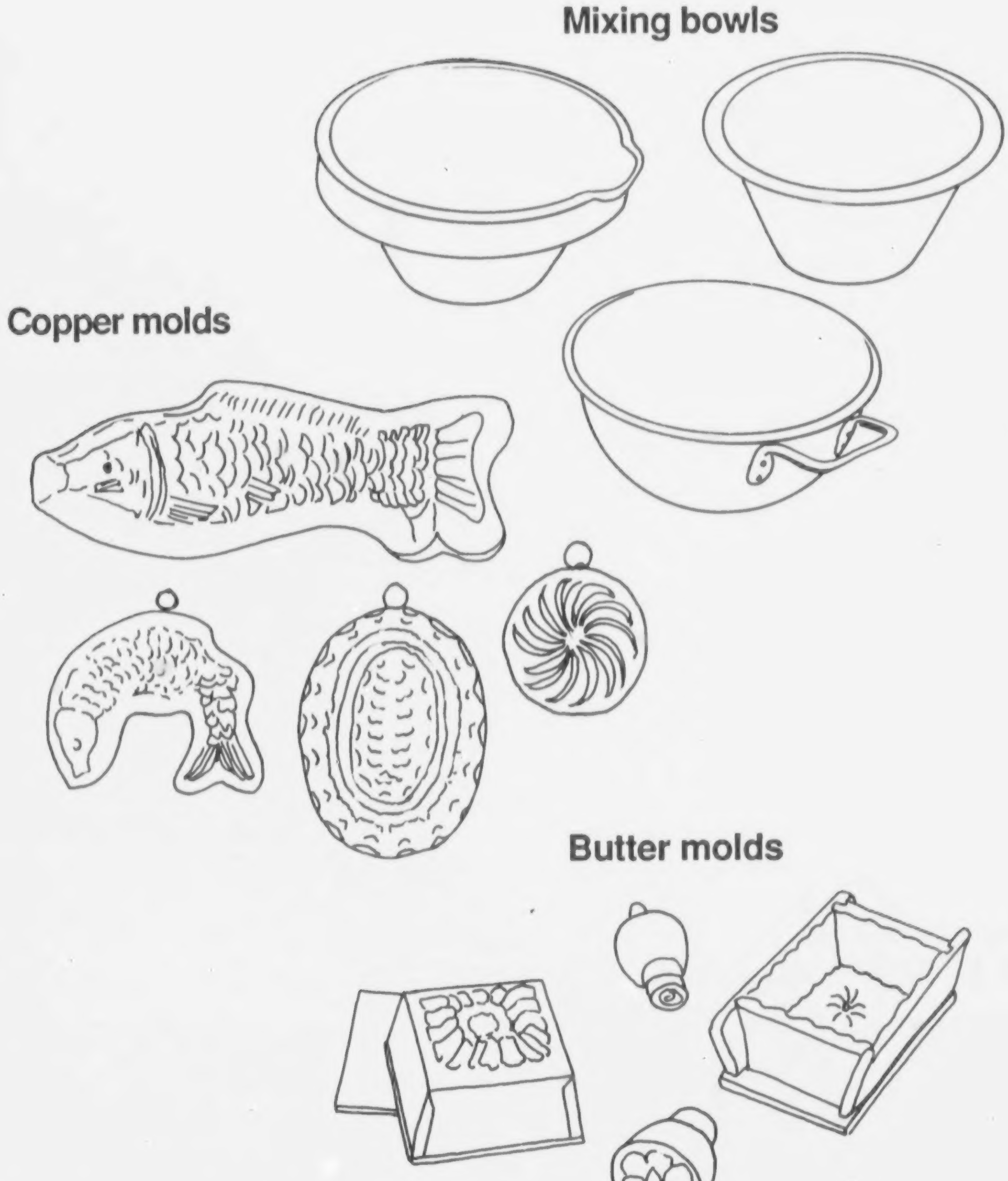


Pastry brush.



Grease brush.

Bowls and Molds

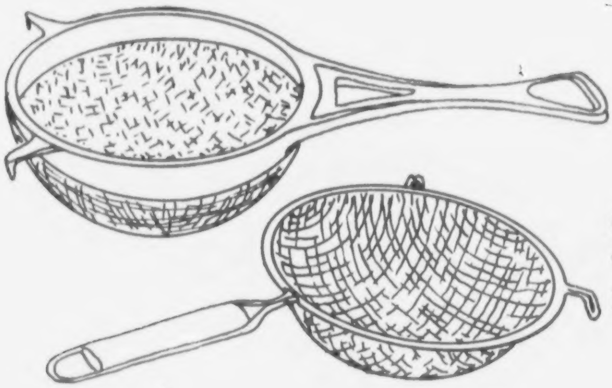

Mixing bowls
Copper molds
Butter molds

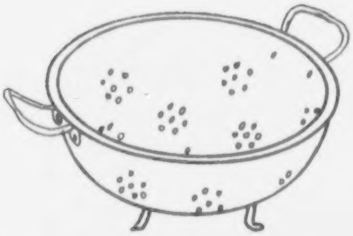
274

Teaching Aid 46

Strainers

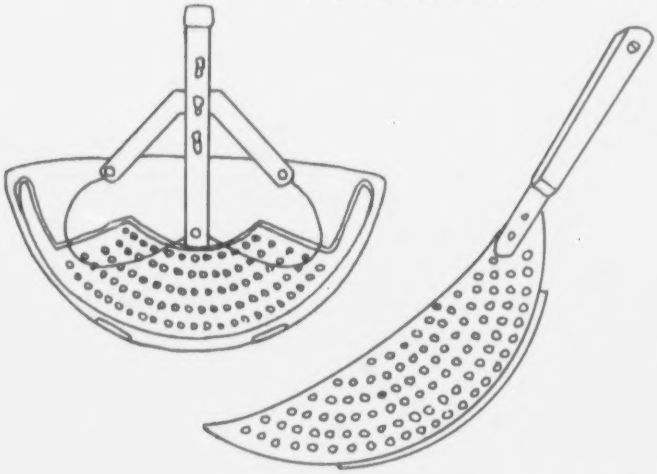
Bowl-shaped sieves

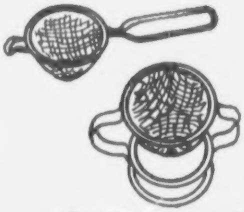




Colander, used to drain product or wash items with water. Available in a variety of sizes.

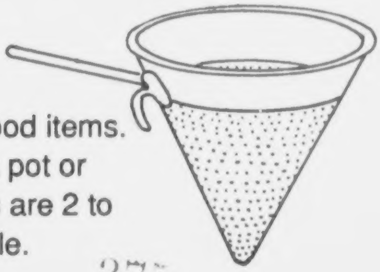
Pan strainers





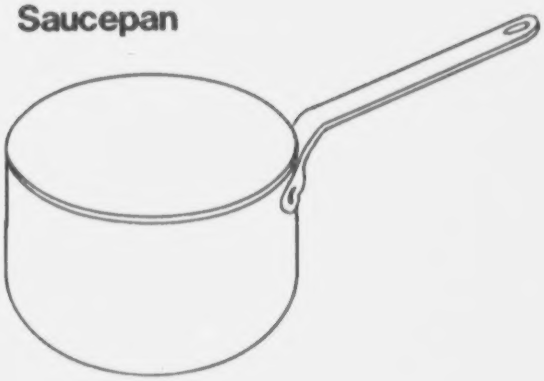
Coffee and tea strainers

China cap strainer, used to strain food items. The hook fits over the side of a stock pot or other container. Most common sizes are 2 to 5 quarts, although others are available.



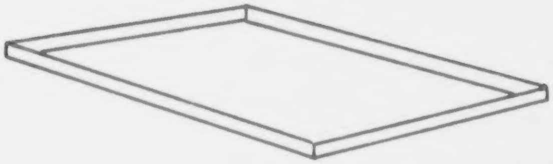
Pots and Pans

Saucepan



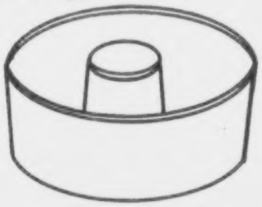
Used for range top cooking where the solid to liquid is high and stirring or whipping is necessary.

Baking sheet



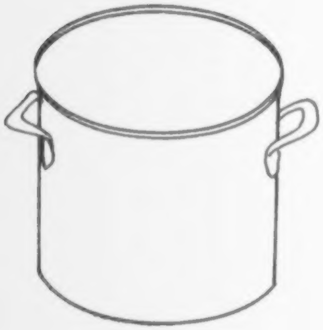
Used for baking sweet goods (cookies, sweet rolls, and sheet pies). Often salads, etc., are set up on sheet pans, which are then placed in refrigerator. Also are used as trays.

Tube pan



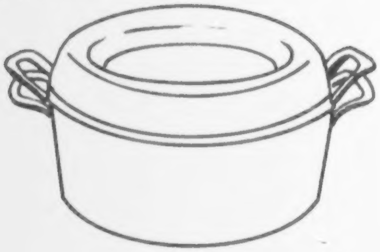
For sponge cakes and other products requiring a tube pan.

Stock pot



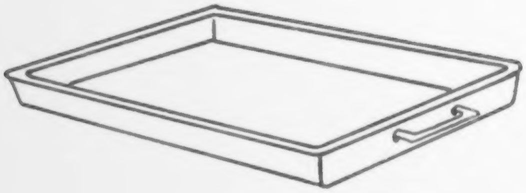
For boiling and simmering where a large amount of water in relation to solids is used (such items as turkeys, bones for stock ham, and some vegetables). Inside rack holds certain foods off bottom of stock pot.

Braiser



For searing, braising, and stewing.

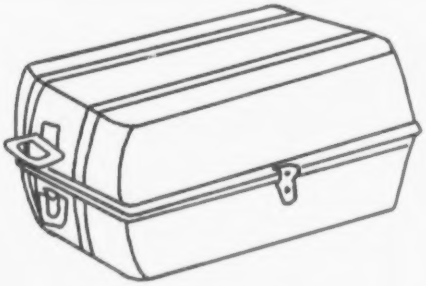
Bake pan



For baking such products as cakes, cornbread, casseroles, baking apples, macaroni, etc.

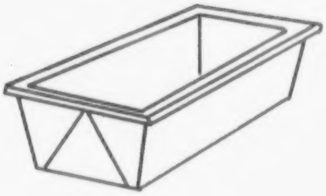
Teaching Aid 47

Roasting pan



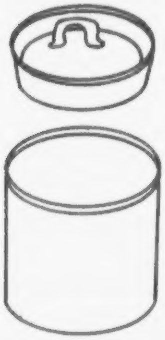
For roasting beef, pork, veal etc., in oven or deep frying on top of range.

Loaf pan



For baking or steaming some foods in the same pan in which they are served or as a transfer pan from cooking utensil to hot storage.

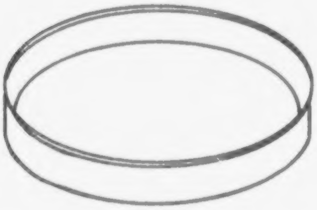
Storage container



For storage of hot or cold foods.

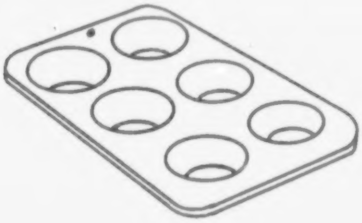
Cake pan

For baking of layer cakes.



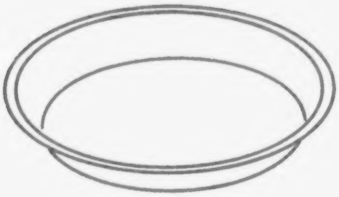
Muffin pan

For baking muffins or cupcakes.

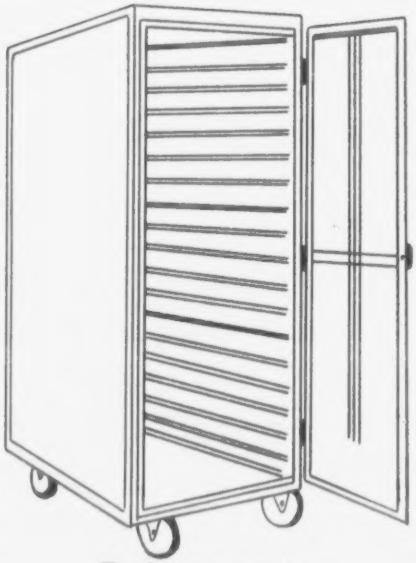


Pie pan

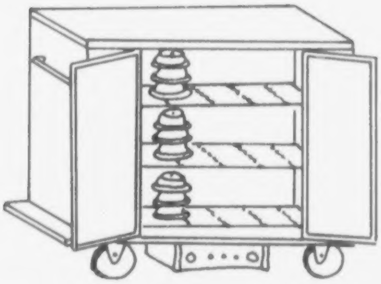
For baking pies.



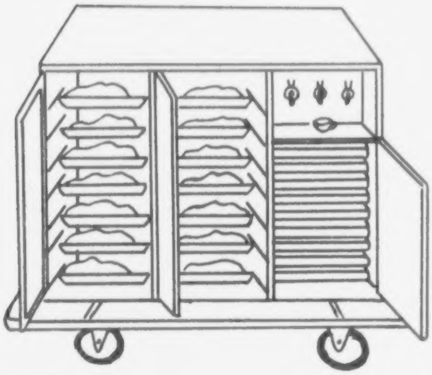
Carts



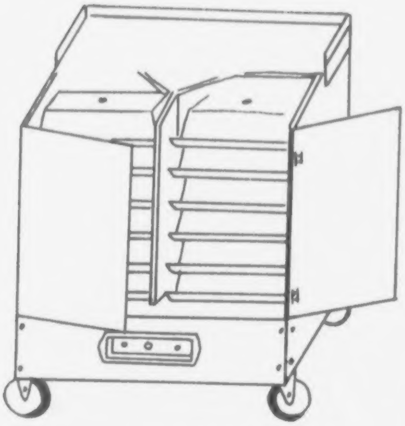
Bakery cart



Banquet cart



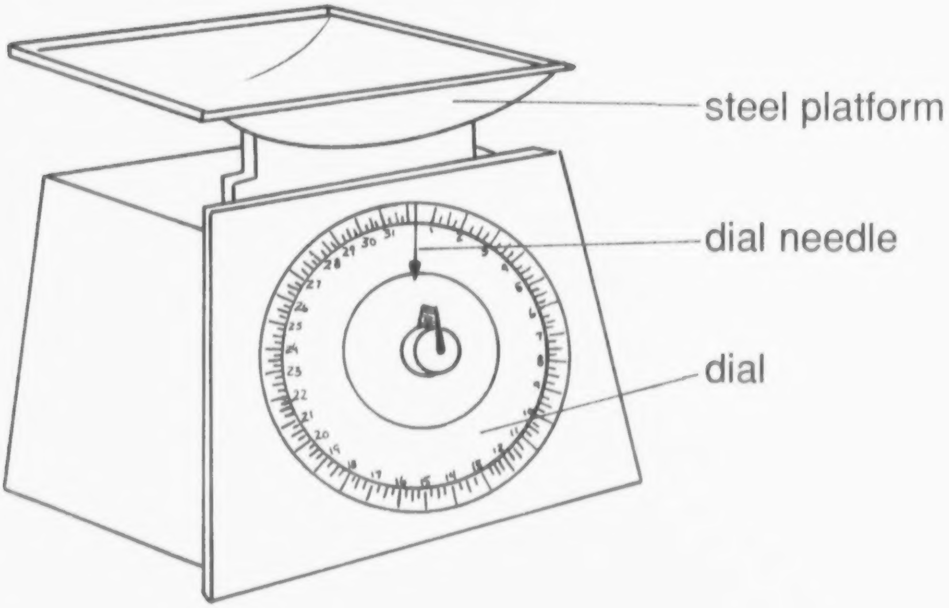
Cart used in hospital

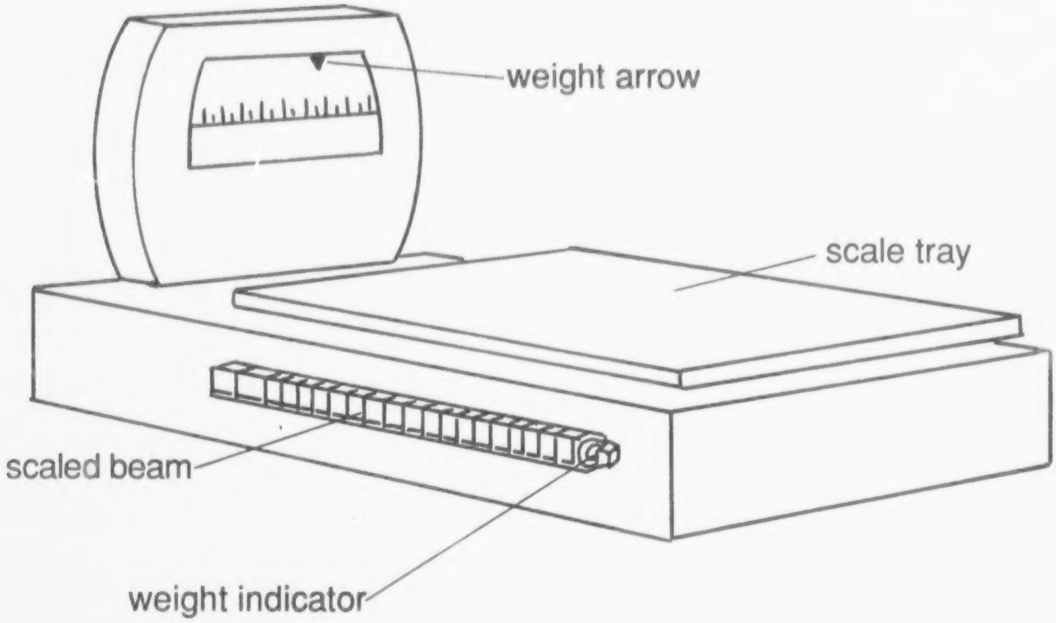


Banquet cart

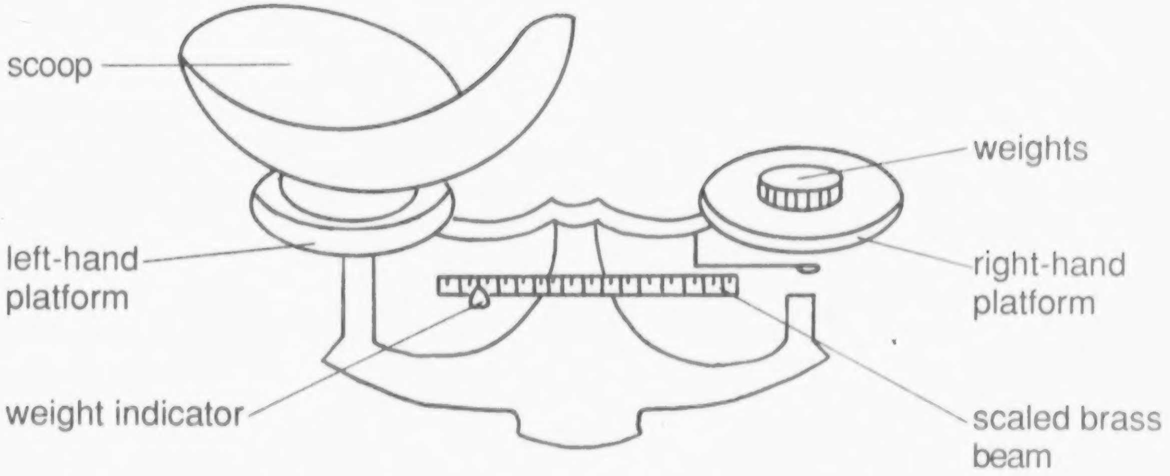
Teaching Aid 49

Portion Scales

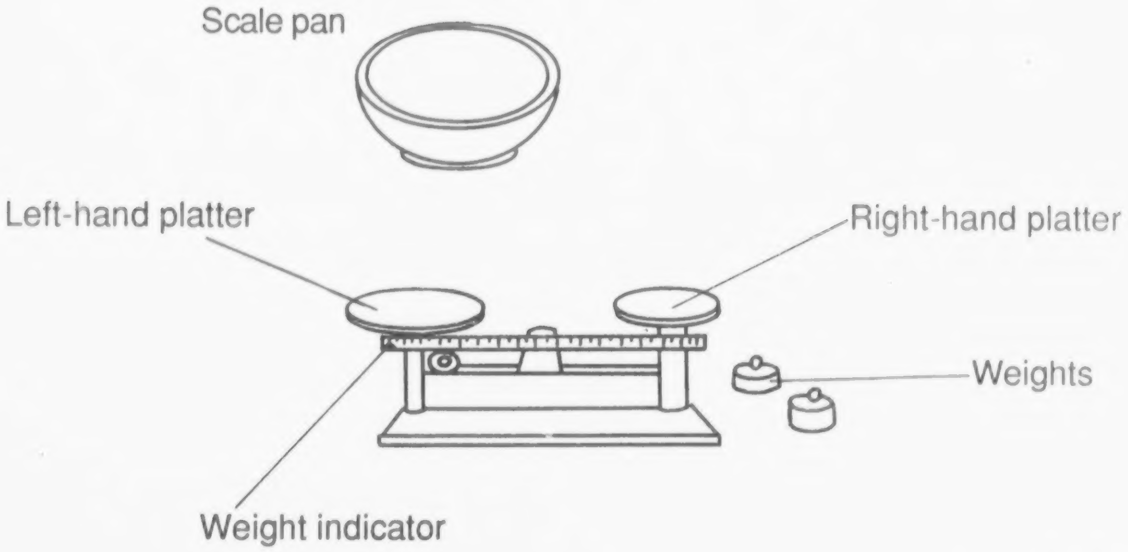

steel platform
dial needle
dial


weight arrow
scale tray
scaled beam
weight indicator

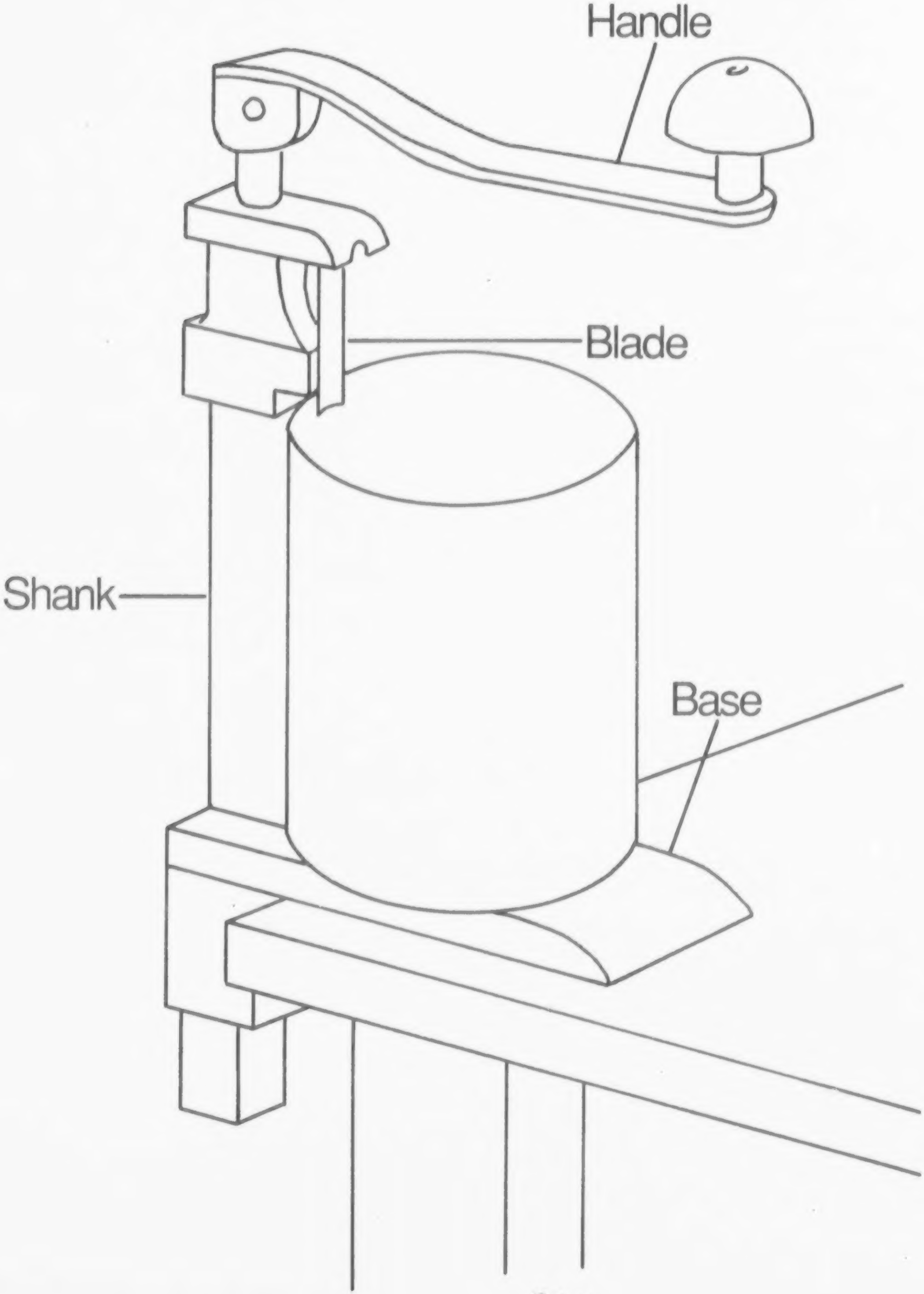
Baker's Scale


scoop
weights
left-hand platform
right-hand platform
weight indicator
scaled brass beam

Balance Scale

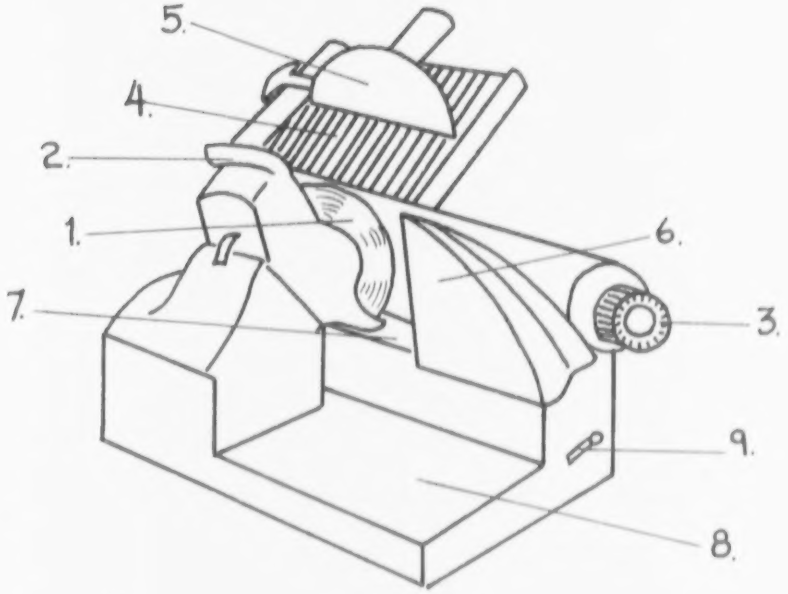

Scale pan
Left-hand platter
Right-hand platter
Weights
Weight indicator

Can Opener


Handle
Blade
Shank
Base

283

Food Slicer

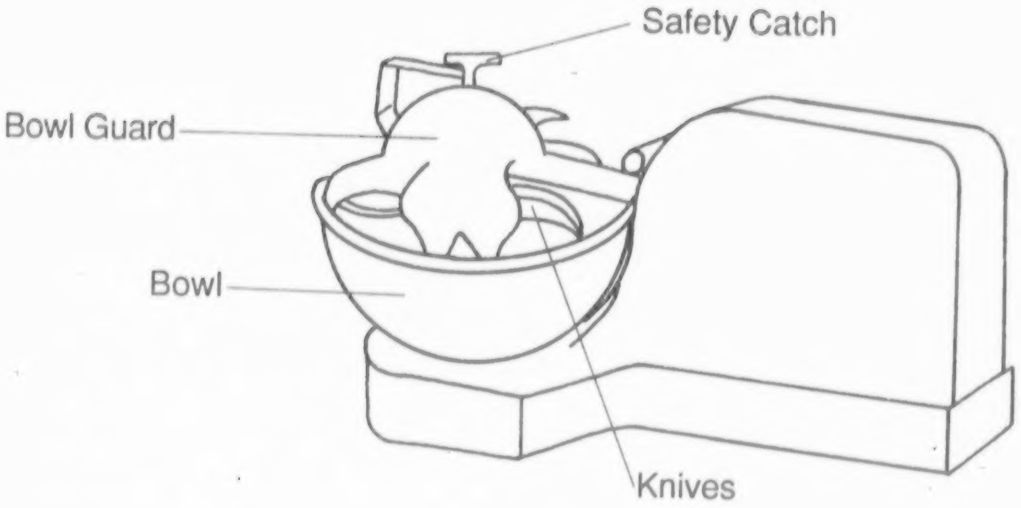


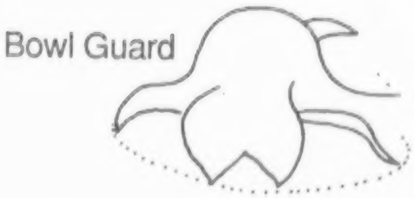
Parts of Food Slicer

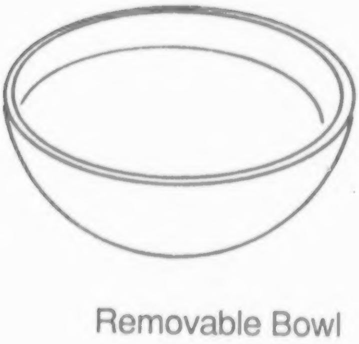
1. Blade or slicer knife
2. Blade guard
3. Blade control indicator
4. Food carriage
5. Food holder
6. Gauge plate
7. Scrap tray
8. Receiving tray
9. On and off switch

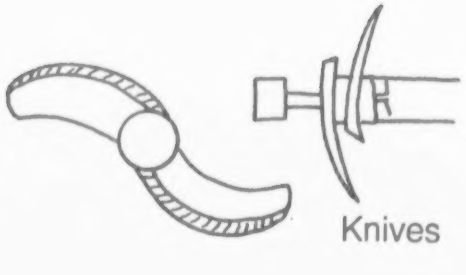
Teaching Aid 52

Food Cutter or Chopper


Safety Catch
Bowl Guard
Bowl
Knives

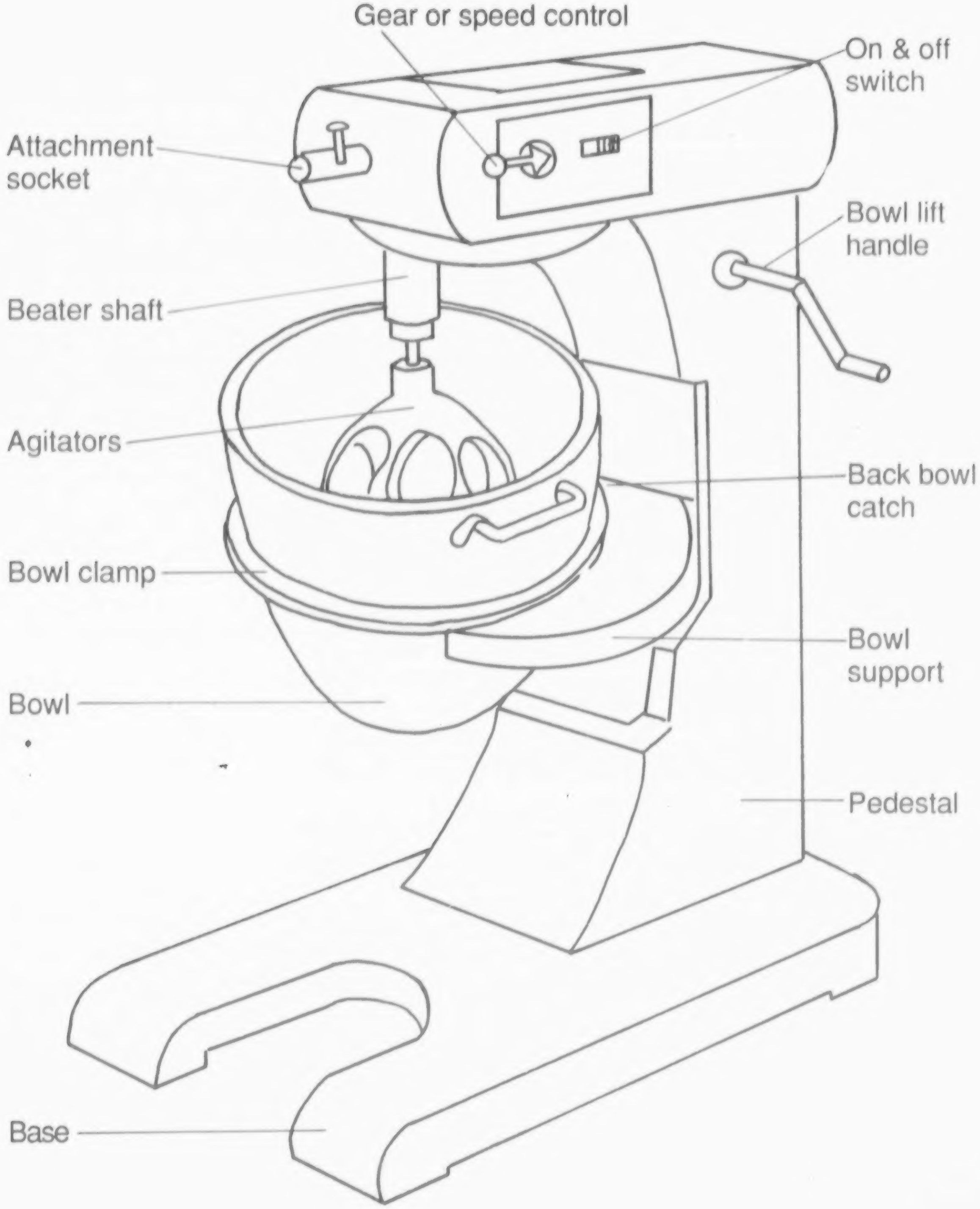



Removable Bowl



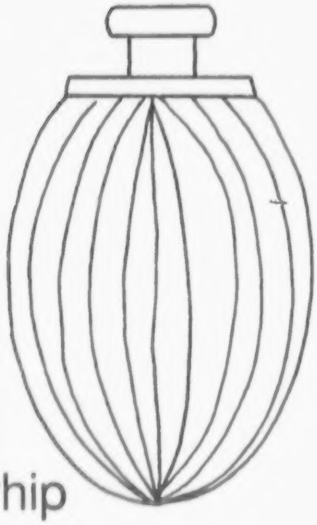
Teaching Aid 53

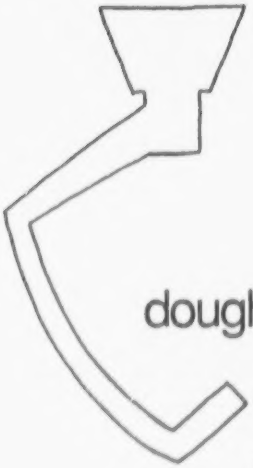
Mixer Parts

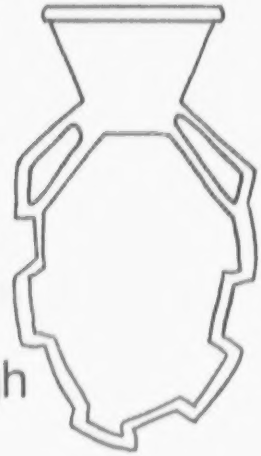

Gear or speed control
On & off switch
Attachment socket
Bowl lift handle
Beater shaft
Agitators
Back bowl catch
Bowl clamp
Bowl support
Bowl
Pedestal
Base

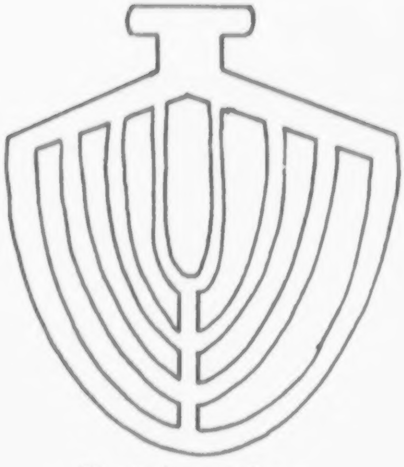
Teaching Aid 54

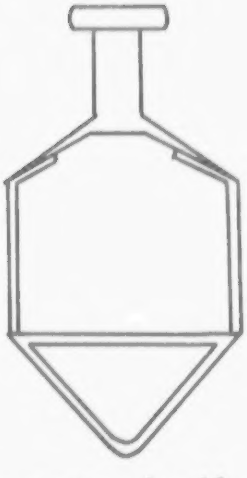
Mixer Agitators


whip

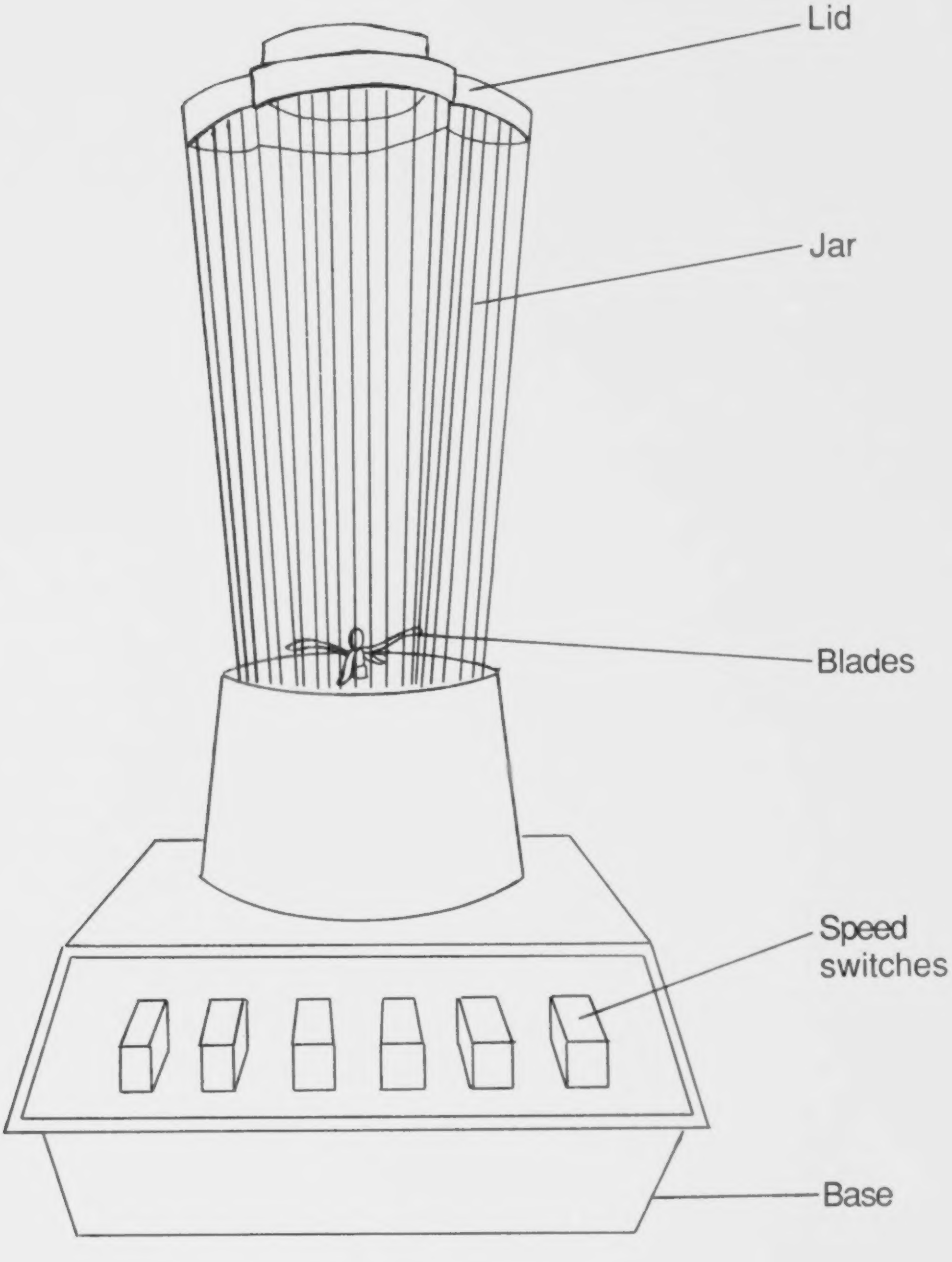

dough hook


sweet dough hook

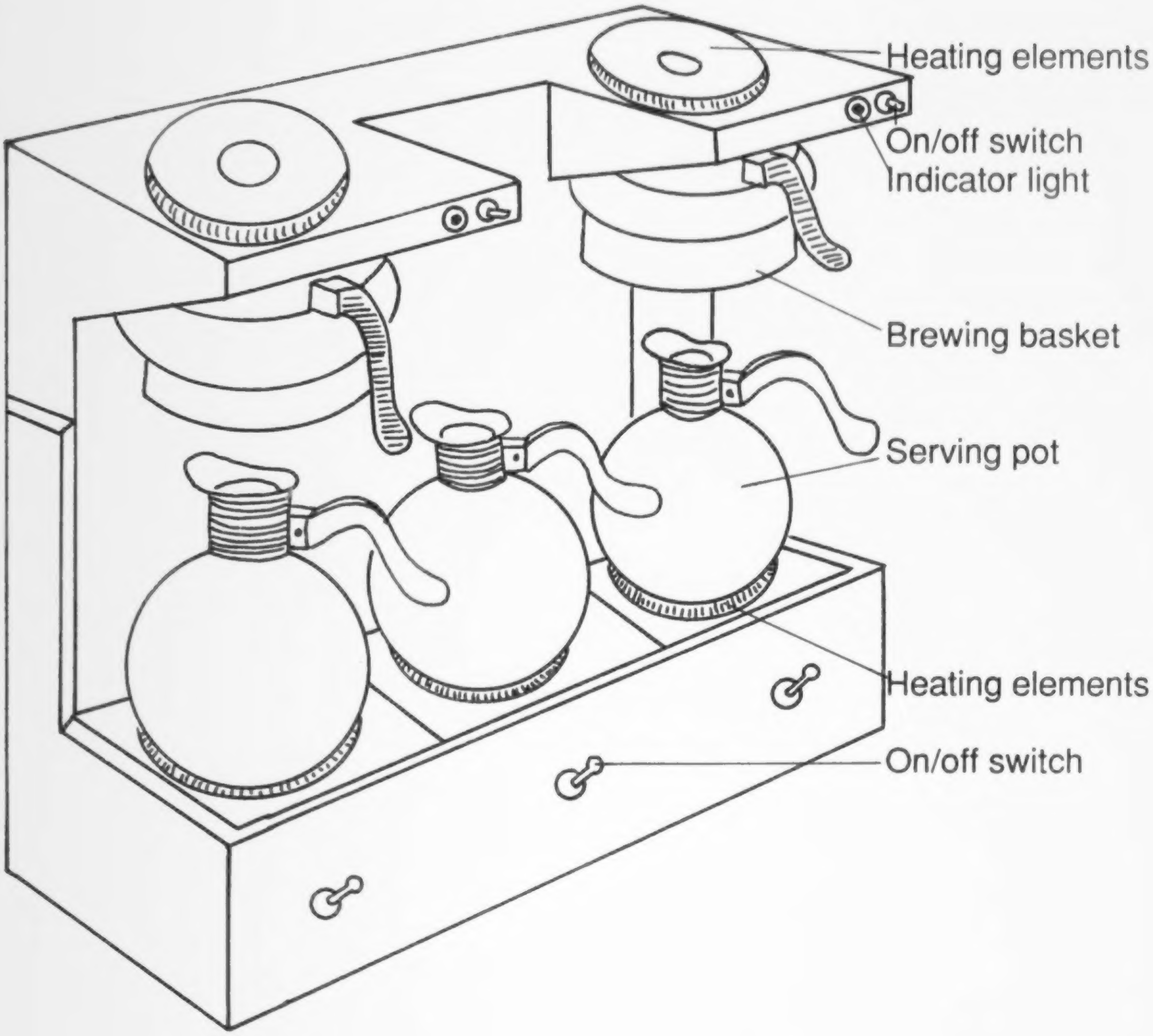

flat beater


pastry knife

Blender


Lid
Jar
Blades
Speed switches
Base

Coffee Brewer


Heating elements
On/off switch
Indicator light
Brewing basket
Serving pot
Heating elements
On/off switch

Teaching Aid 57

Cleaning Procedures

For the Tea Urn

THINGS TO NOTICE: Substances left on the inside of the tea urn.

Daily Cleaning

1. Rinse the urn with cold water after using.
2. Fill the urn with water that is 140° - 160° F. to just above the tea stain line.
3. Add recommended cleaner to the urn.
4. Draw off about one-half gallon of the solution and pour it back into the top of the urn.
5. Allow this solution to stand until the stain is lossened. Be sure to hang a warning tag on the urn while it is being cleaned.
6. Drain solution as you brush the sides of the urn with a brush.
7. Rinse the urn two or three times.
8. Clean the outside with a good all-purpose cleaner.
9. Wipe the urn dry and polish it with a clean dry cloth.

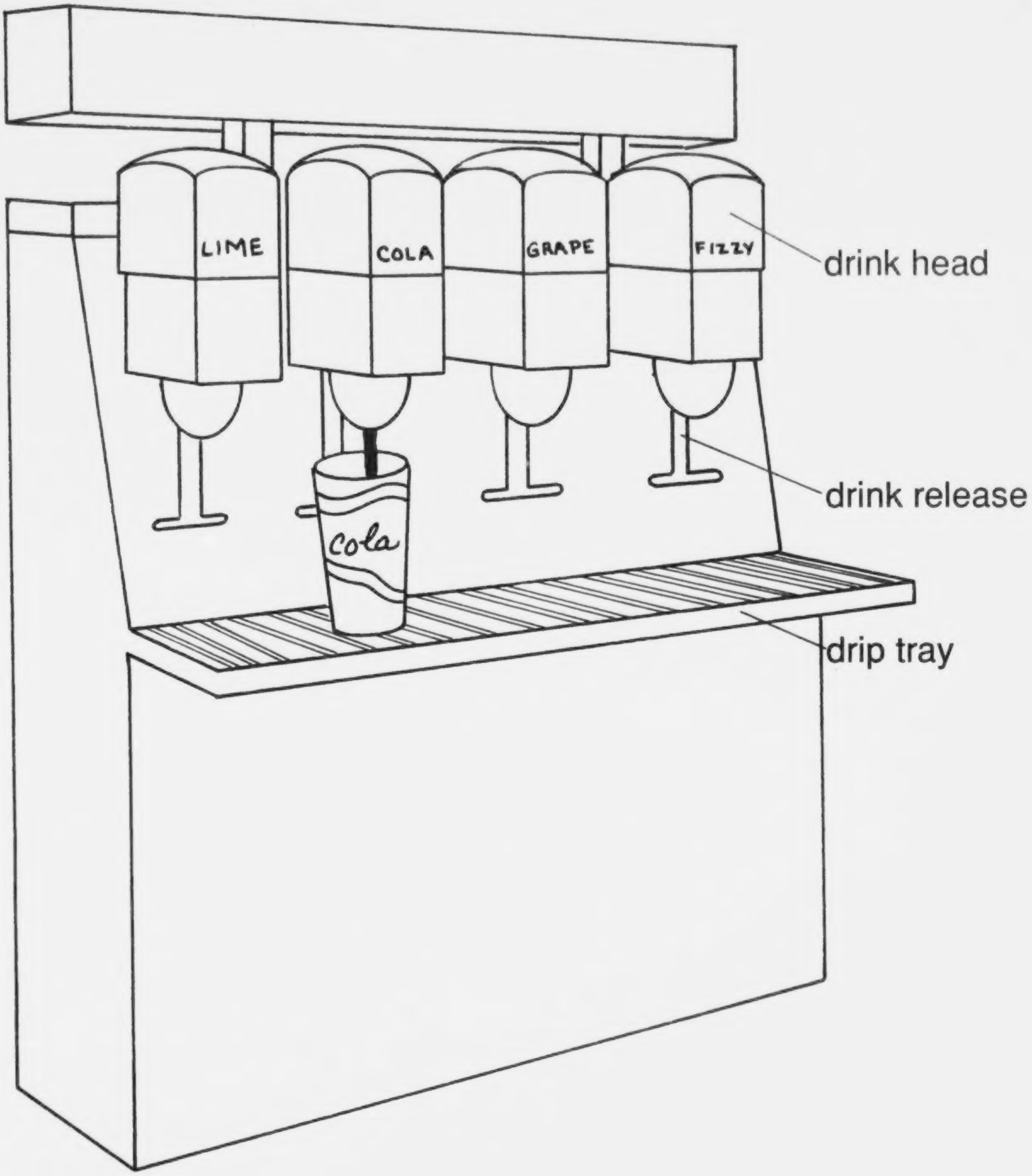
Weekly Cleaning

1. Follow steps 1-9 above, but use hotter water, more or stronger cleaner, and allow the solution to stay in the urn several hours or overnight.

TIPS: Keep the urn clean at all times so you can be sure of serving good tea.

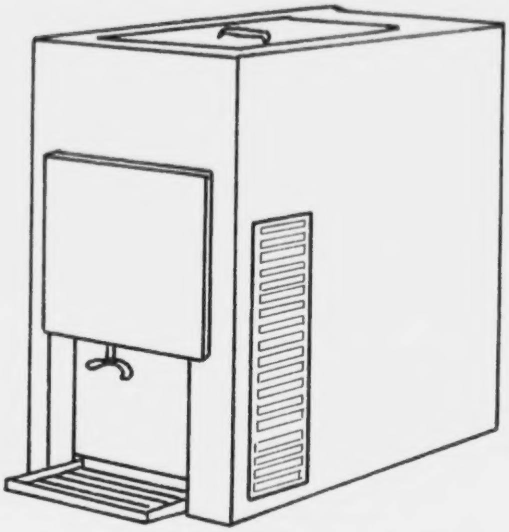
SAFETY HINT: If a cleaning solution is left inside the tea urn, put a note on it so no one will use it by mistake.

Cold Drink Dispenser

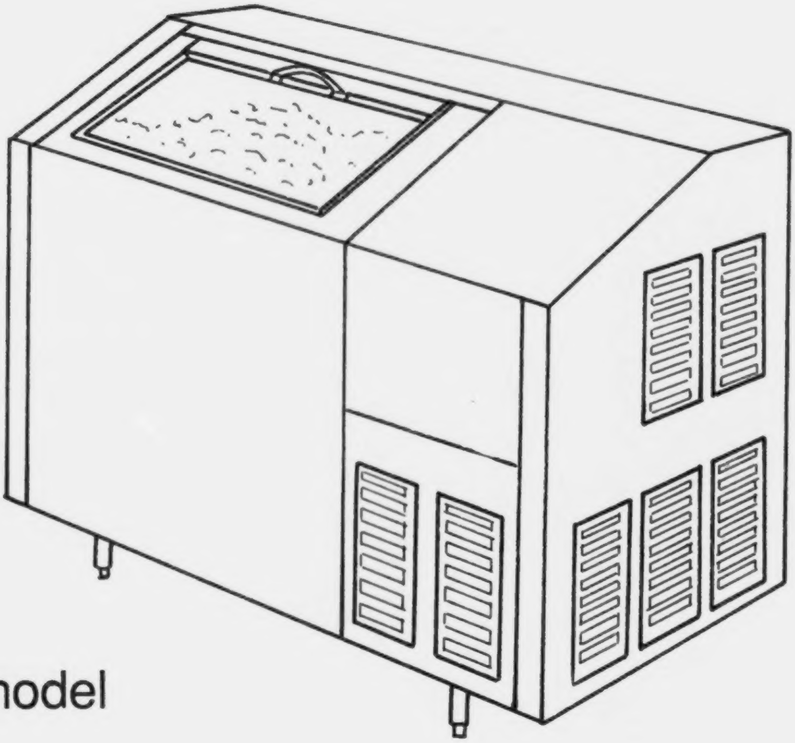

LIME
COLA
GRAPE
FIZZY
drink head
drink release
Cola
drip tray

Teaching Aid 59

Ice Machines



counter model



floor model

The Decision is Yours

Directions for Play: Each student will be given a pretend problem situation. Students will take turns telling the rest of the class the correct way to handle the problem and the reason for doing it that way.

#1 Mike is putting ice into glasses. He needs to do the job safely and correctly. Should he (a) dip each glass into the ice machine to fill it with ice, or (b) use the ice scoop to fill each glass?

#2 Sally likes to eat ice. She passes by the ice machine many times and each time she reaches into the machine with her hand and gets ice to eat. Should she (a) continue reaching into the ice machine with her hand to get ice, or (b) stop reaching into the ice machine with her hand to get ice?

#3 Joey is filling a cooler with ice. Cans of soft drinks will be placed on the ice in the cooler. Since the ice will never directlly touch anything to be eaten or drank, Joey says it is okay to scoop the ice with his hands. Is Joey (a) right, or (b) wrong?

#4 Juan used a glass to scoop ice from the ice machine. The glass broke, and Juan thinks he got out all the broken glass. Now should he (a) tell his boss he broke the glass in the ice machine, or (b) not tell his boss he broke the glass and just hope no glass is still in the ice machine?

#5 Maria spilled cooking oil on the floor. She wiped it up and got a little on her hands. She says it is okay to scoop ice from the ice machine without washing her hands because she will be using the ice scoop. Is what Maria says (a) right, or (b) wrong?

#6 Billy just made pudding and needs to chill it in a hurry. He says it is okay to carefully put the container of pudding in the ice machine to chill it quickly. Is he (a) right, or (b) wrong?

#7 Lou Lyn needs to scoop ice in a hurry. She knows it might be quicker to dip each glass to fill it instead of using the ice scoop, but she says the ice scoop is cleaner and safer. Is Lou Lyn (a) right, or (b) wrong?

#8 Carroll is about to scoop ice from the ice machine using the ice scoop. He knows his hands will not touch the ice, but he still washes his hands carefully. Is what Carroli did (a) right, or (b) wrong?

#9 Sue used an ice scoop to put ice into an ice bucket. Now which should she do (a) use her hand to put ice from the ice bucket into each glass, or (b) use a small scoop or tongs to put ice from the ice bucket into each glass?

#10. Alison used some ice to put around canned drinks in a cooler. The canned drinks were all consumed, but there is still some ice in the cooler. Should Alison (a) throw the ice away, or (b) put it back in the ice machine?

The Decision is Yours (answers)

ANSWERS:

#1 (b) Always use a scoop when putting ice in glasses. A glass might break as it is dipped in the ice, and Mike would probably touch the ice with his hand if he used a glass.

#2 (b) Never touch the ice in the ice machine with your hand. It is also wrong for Sally to eat ice or anything else while she is working.

#3 (b) Always use a scoop when removing ice from the ice machine. You must not think only of the cleanliness of the ice you are removing but also of the cleanliness of the ice that will be left in the machine.

#4 (a) Juan should never have used a glass in the first place, but when he did make a mistake he should have told his boss immediately. If he did not get all of the glass out, it could be served to someone in an iced drink.

#5 (b) Always have clean hands when using the ice machine.

#6 (b) The ice machine is used to make ice. It is not used to chill foods and drinks. Billy should place the pudding in the refrigerator or freezer if he needs to chill it very quickly in a short time.

#7 (a) Always use a scoop to remove ice from the ice machine.

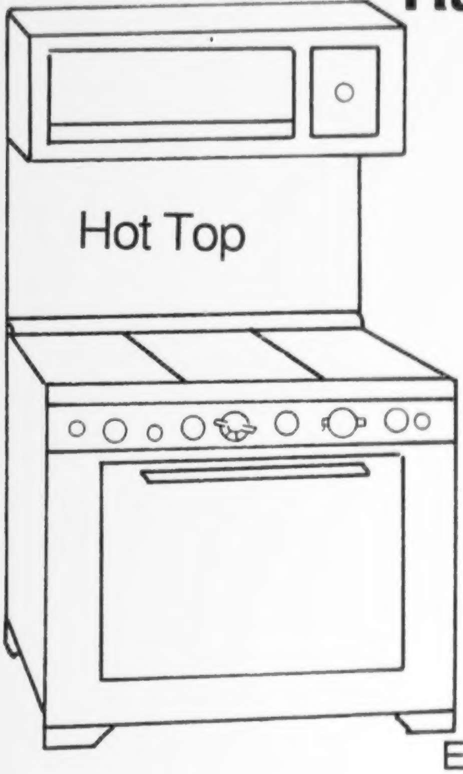
#8 (a) Always have clean hands when using the ice machine.

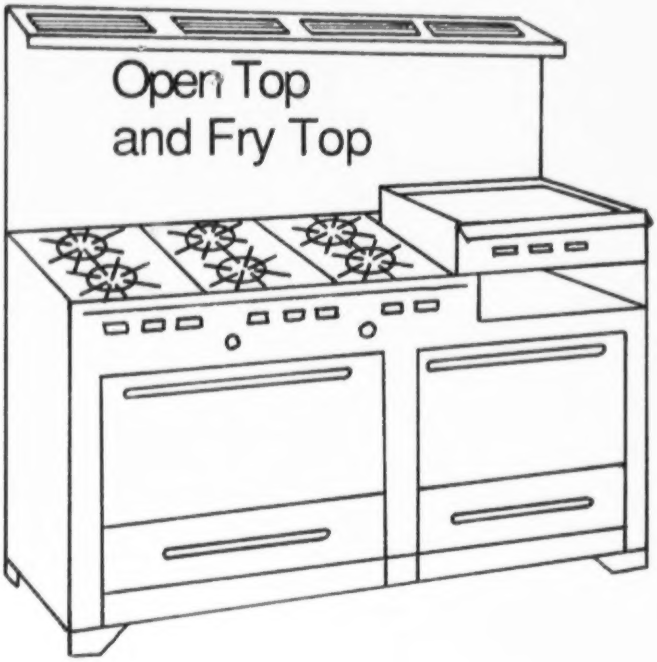
#9 (b) Use a small scoop or tongs to put ice from the ice bucket into glasses. Never scoop ice with your hands.

#10 (a) Never put left over ice back in the ice machine. Never put ice that has been around canned drinks back in the ice machine because the cans may have been dirty.

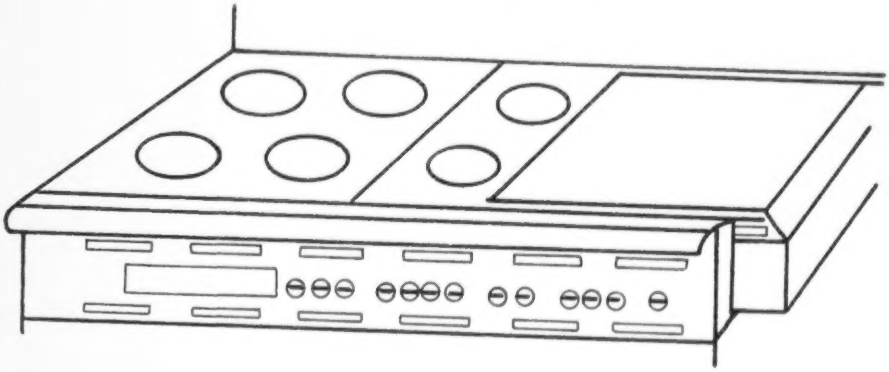
Teaching Aid 61

Range Tops

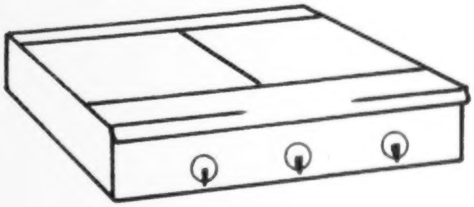



Open Top
and Fry Top

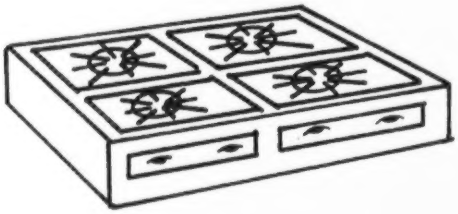
Electric range top



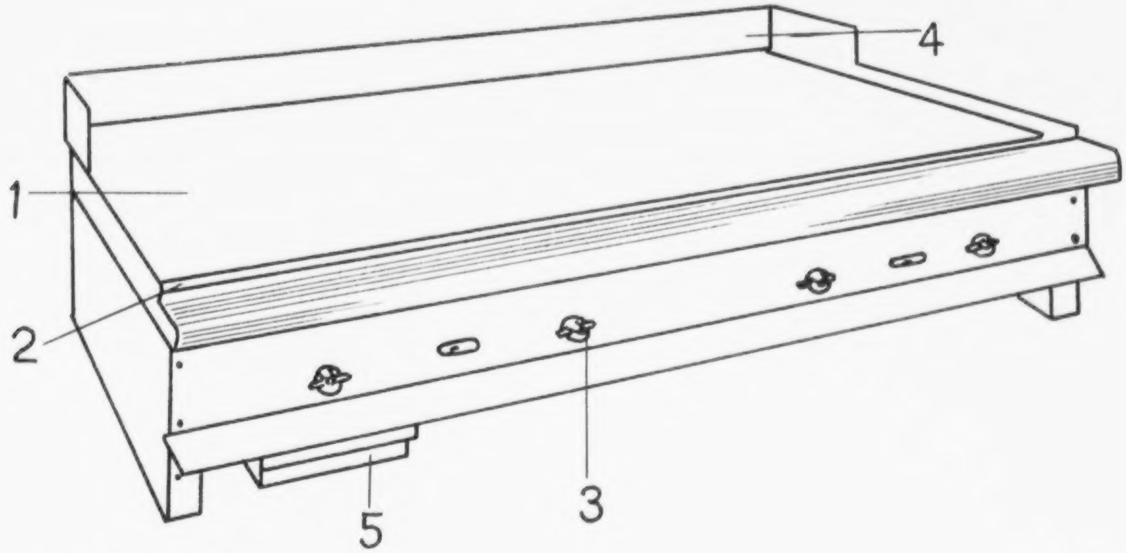
Hot top range



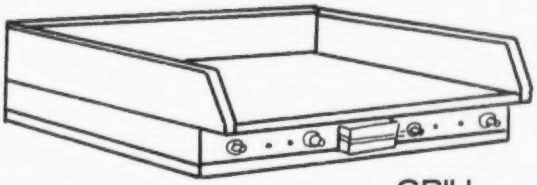
Gas range top



Griddles and Grills



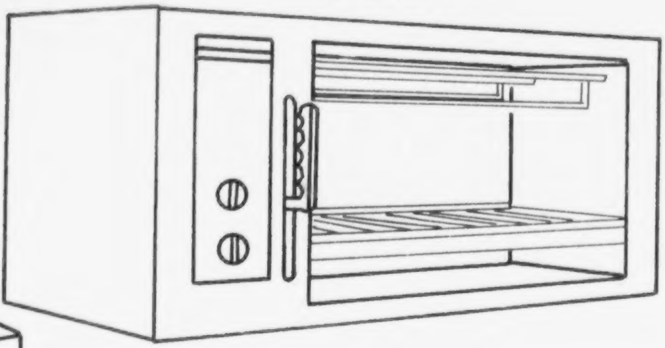
1. Griddle Surface
2. Grease Troughs
3. Temperature Control
4. Splash Guard
5. Draining Tray or Drawer



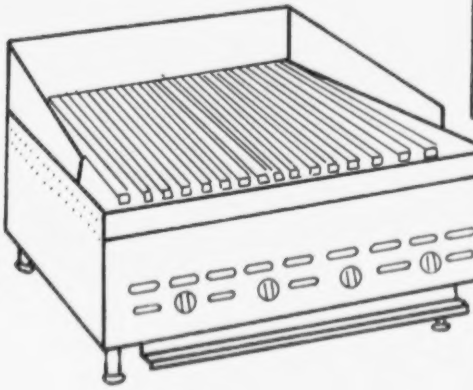
GRILL

Broilers

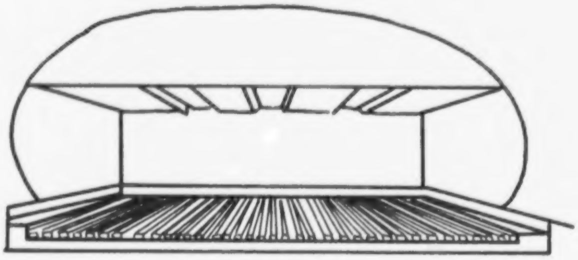
Broiler

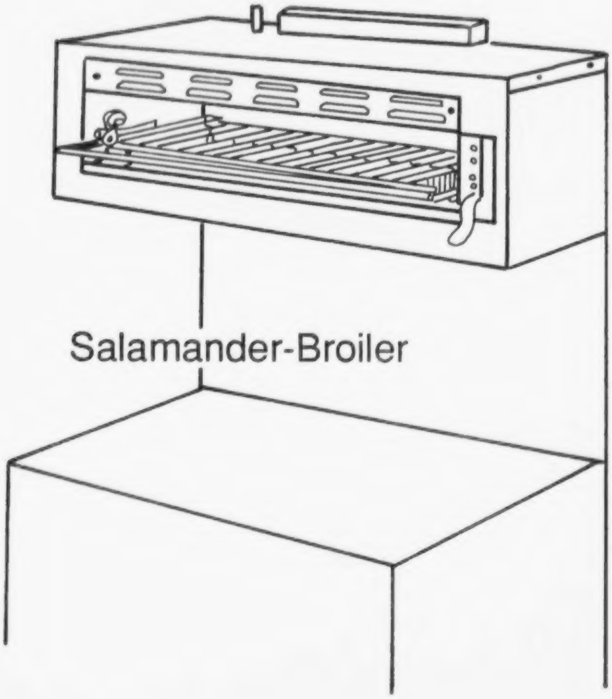


Char-Broiler



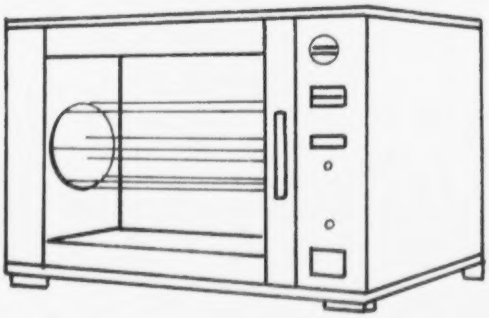
Open Hearth





Salamander-Broiler

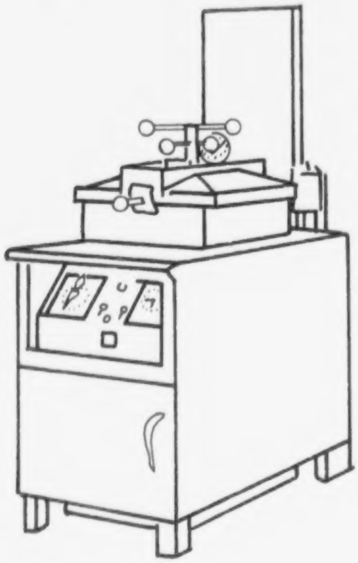
Rotisserie Broiler



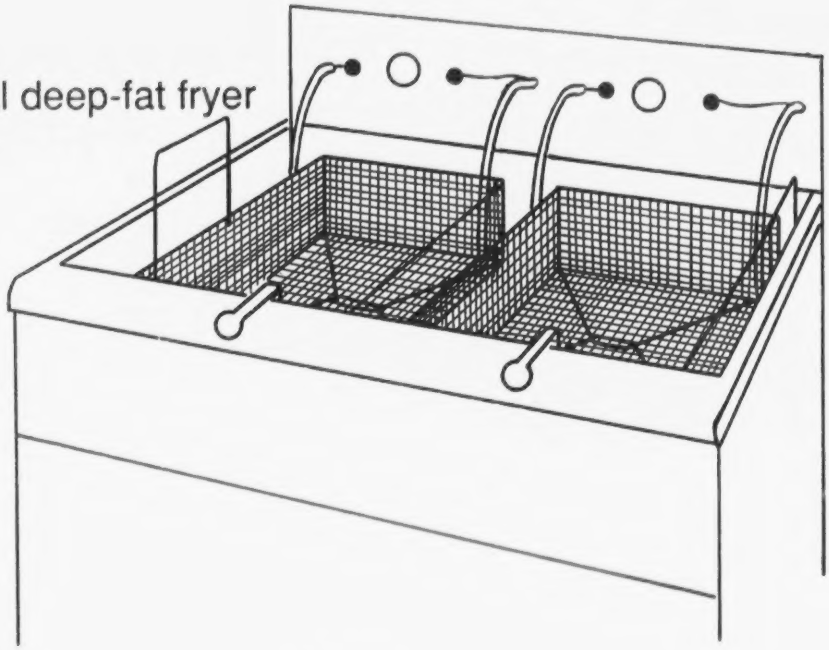
Teaching Aid 64

Deep Fat Fryer

Pressure type deep-fat fryer



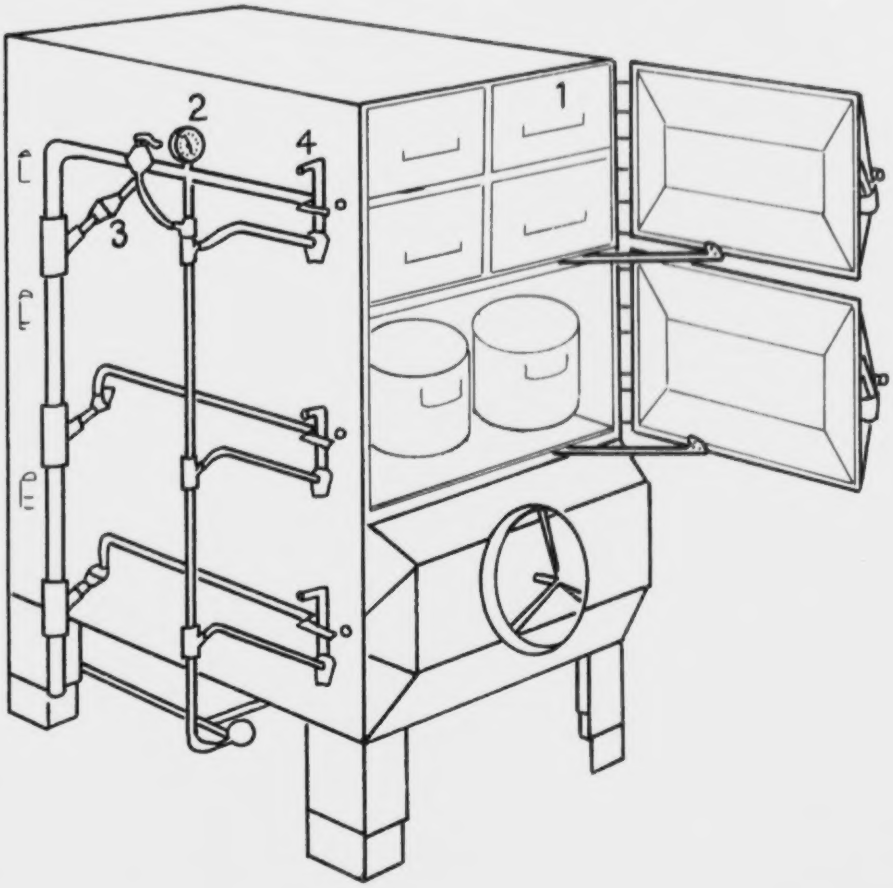
Conventional deep-fat fryer



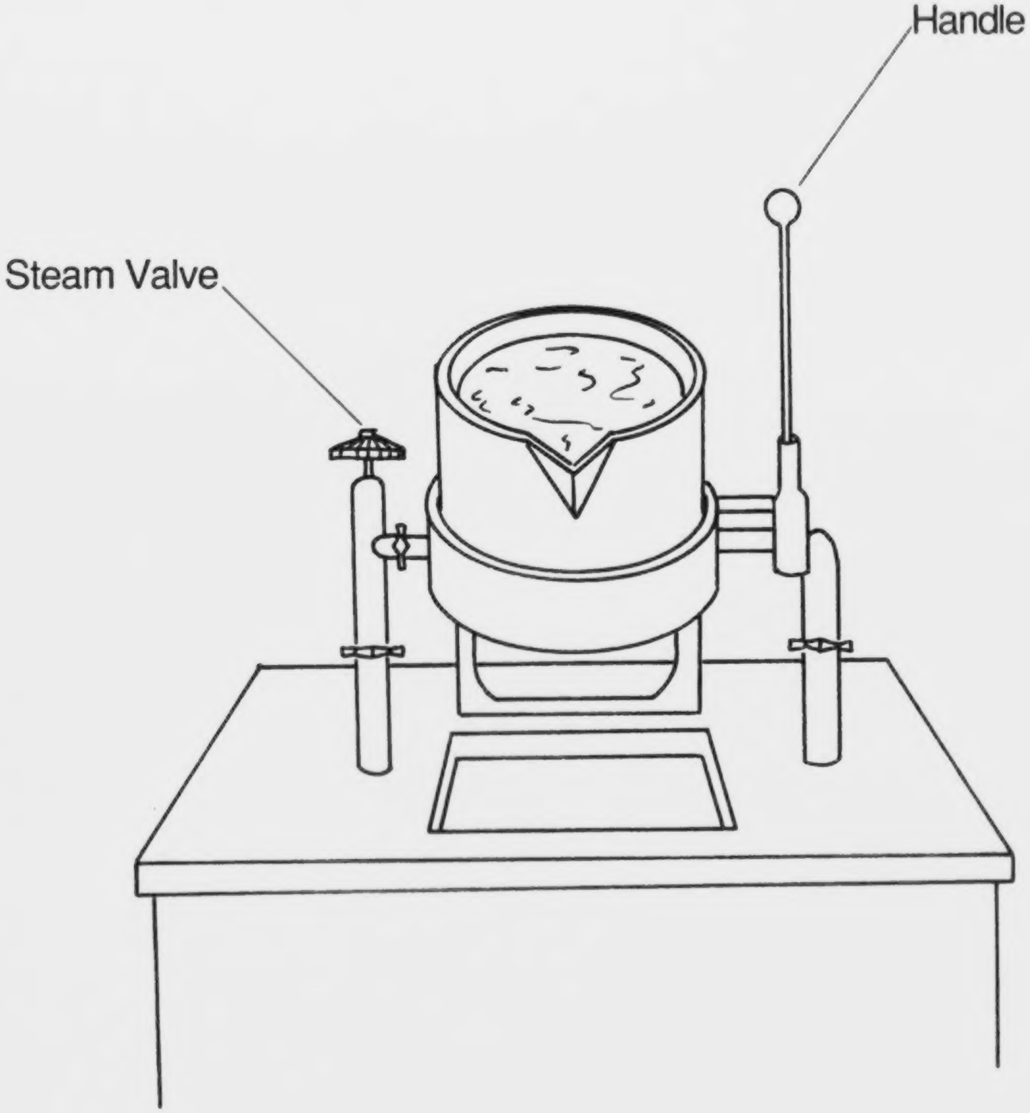
Teaching Aid 65

Compartment Steamer

1. compartment
2. pressure gauge
3. safety valve
4. exhaust valve

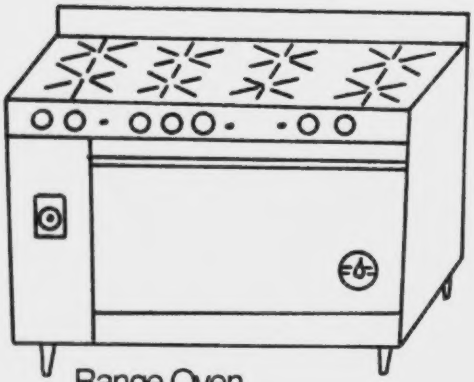


Steam Jacketed Kettle


Handle
Steam Valve

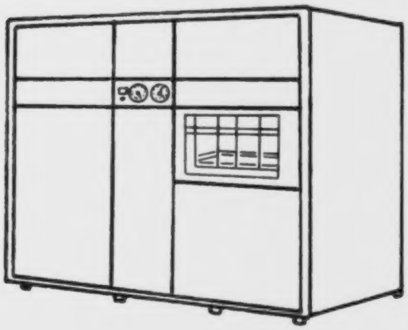
Teaching Aid 66

Ovens

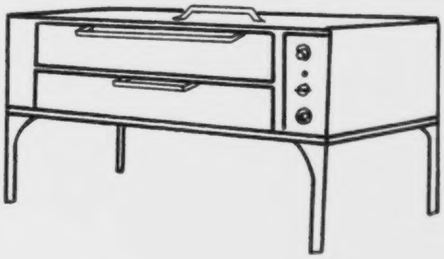


Range Oven

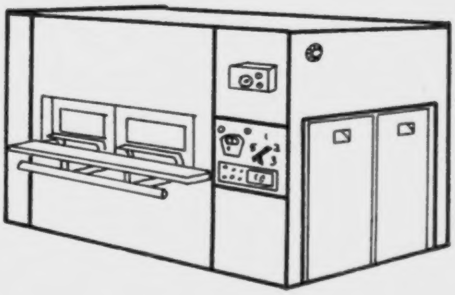
Reel Oven

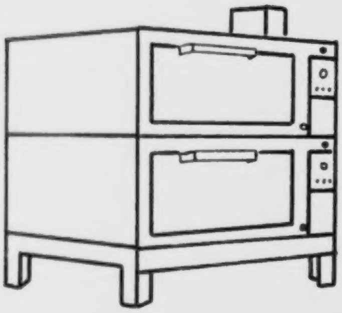


Pizza Oven



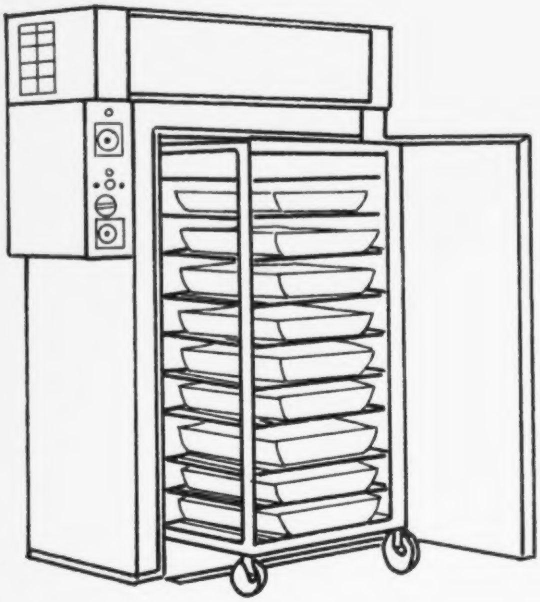
Rotary Oven



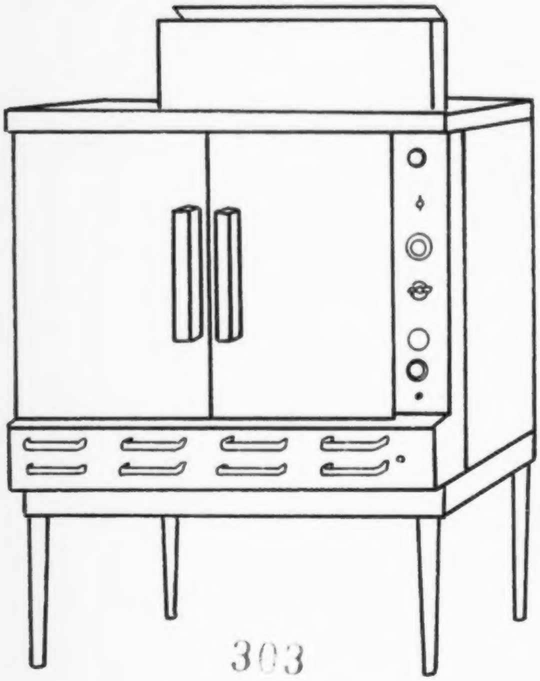


Stack Oven

Reconstitution Oven

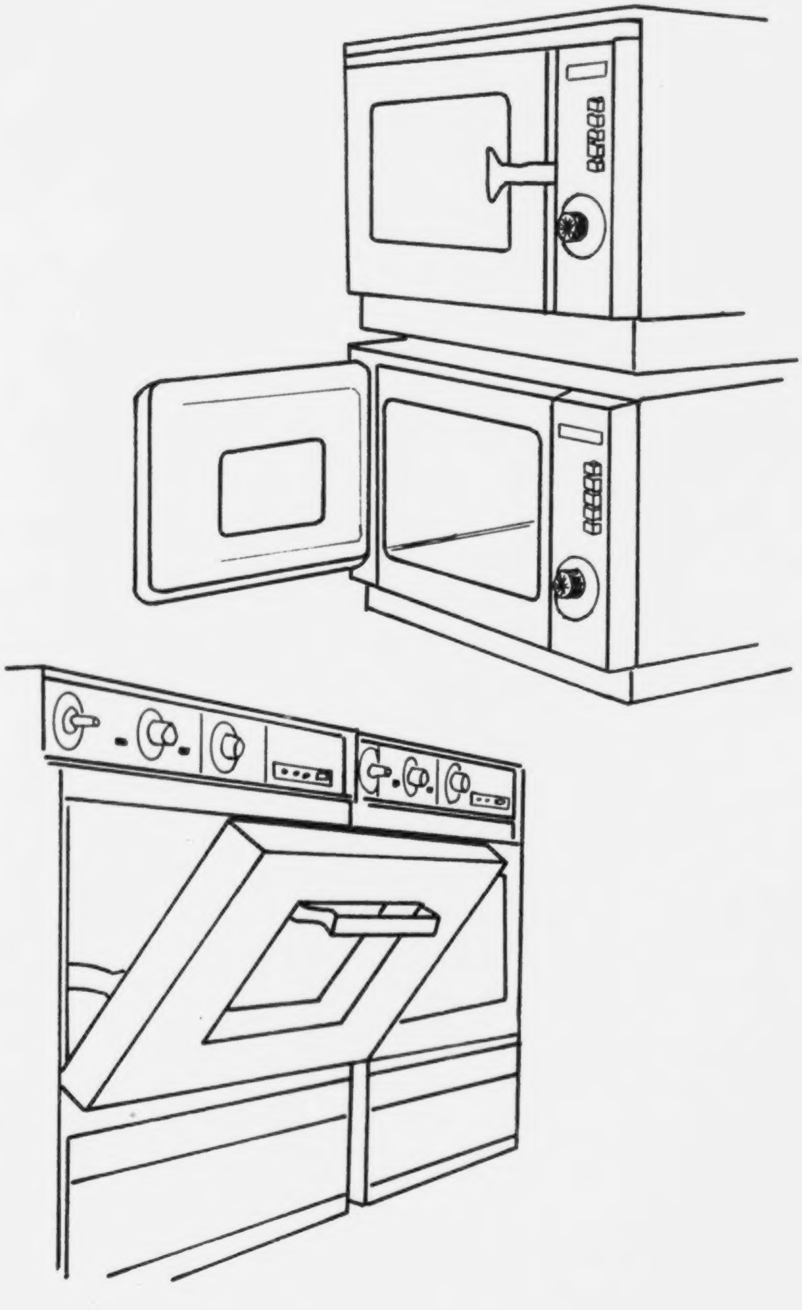


Convection Oven

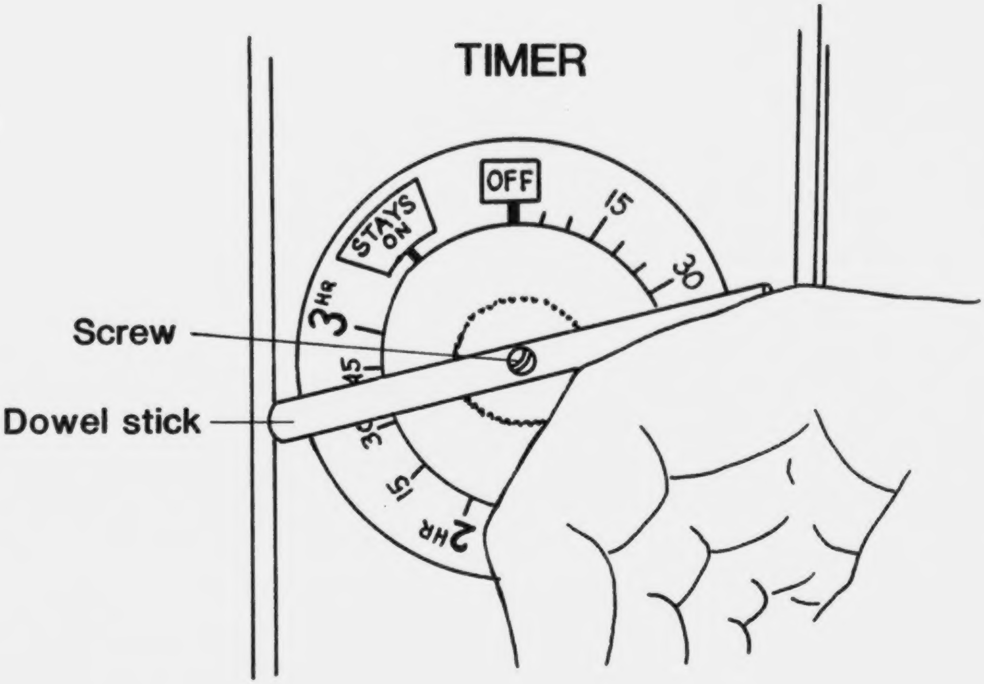


Teaching Aid 66-3

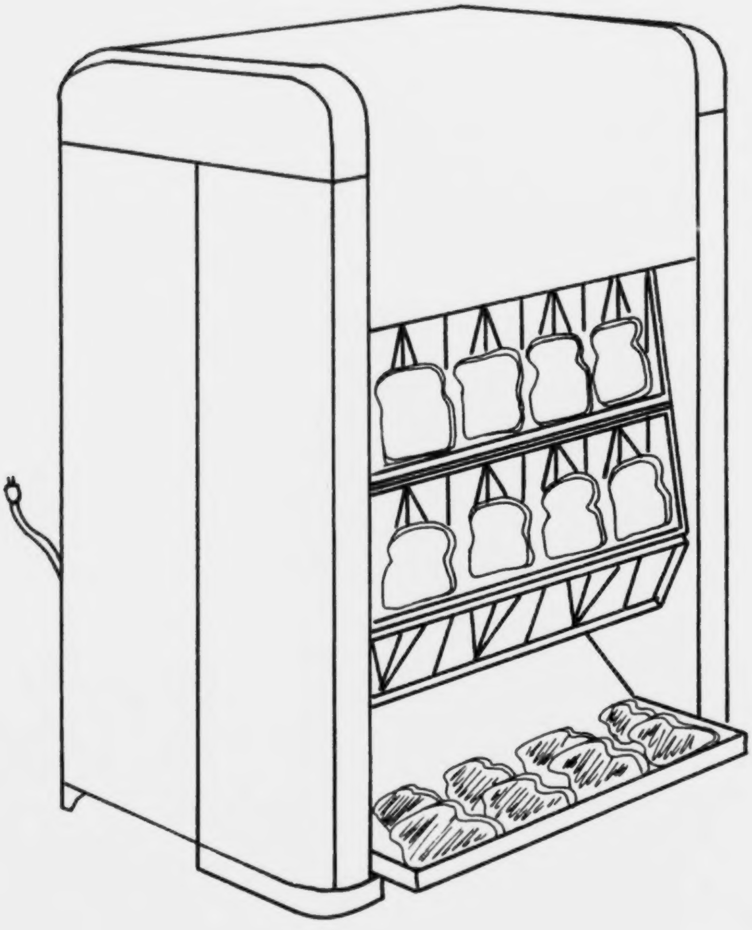
Microwave Oven



Adaptation for Easy Grasp of Timer

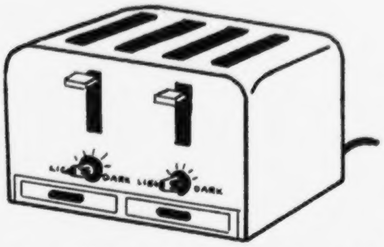

TIMER
OFF
STAYS ON
15
30
3HR
45
30
15
2HR
Screw
Dowel stick

Conveyor Toaster

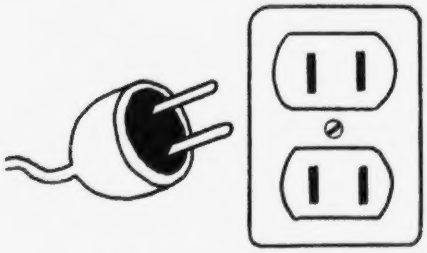


Teaching Aid 69

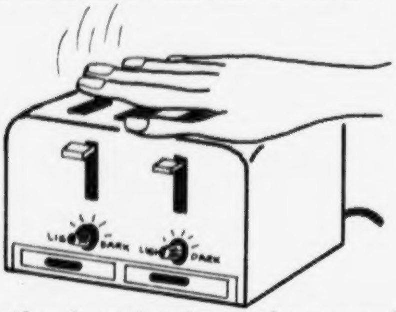
Steps in Cleaning the Toaster



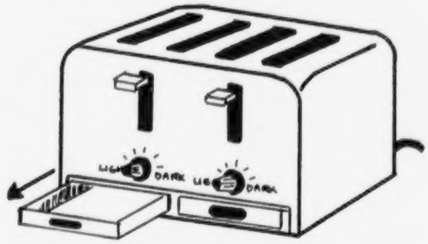
1. Wait until the toaster is cool.



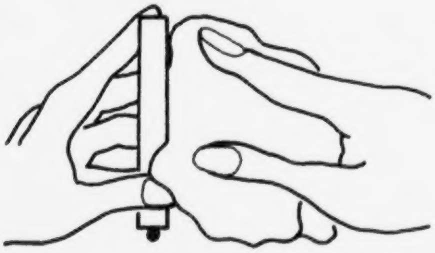
2. Unplug the toaster.



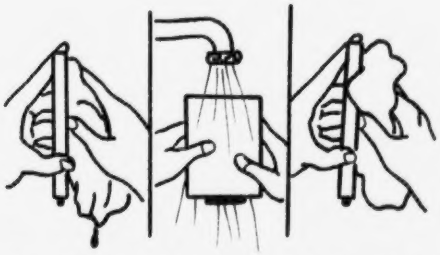
3. Tap the toaster to make crumbs fall.



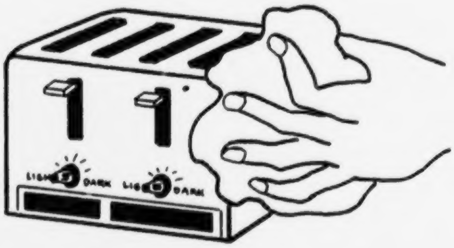
4. Remove the crumb trays.



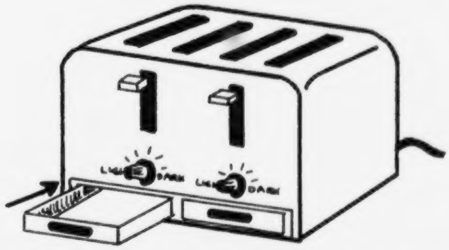
5. Brush away crumbs with a dry cloth.



6. Clean, rinse, and dry the crumb tray.

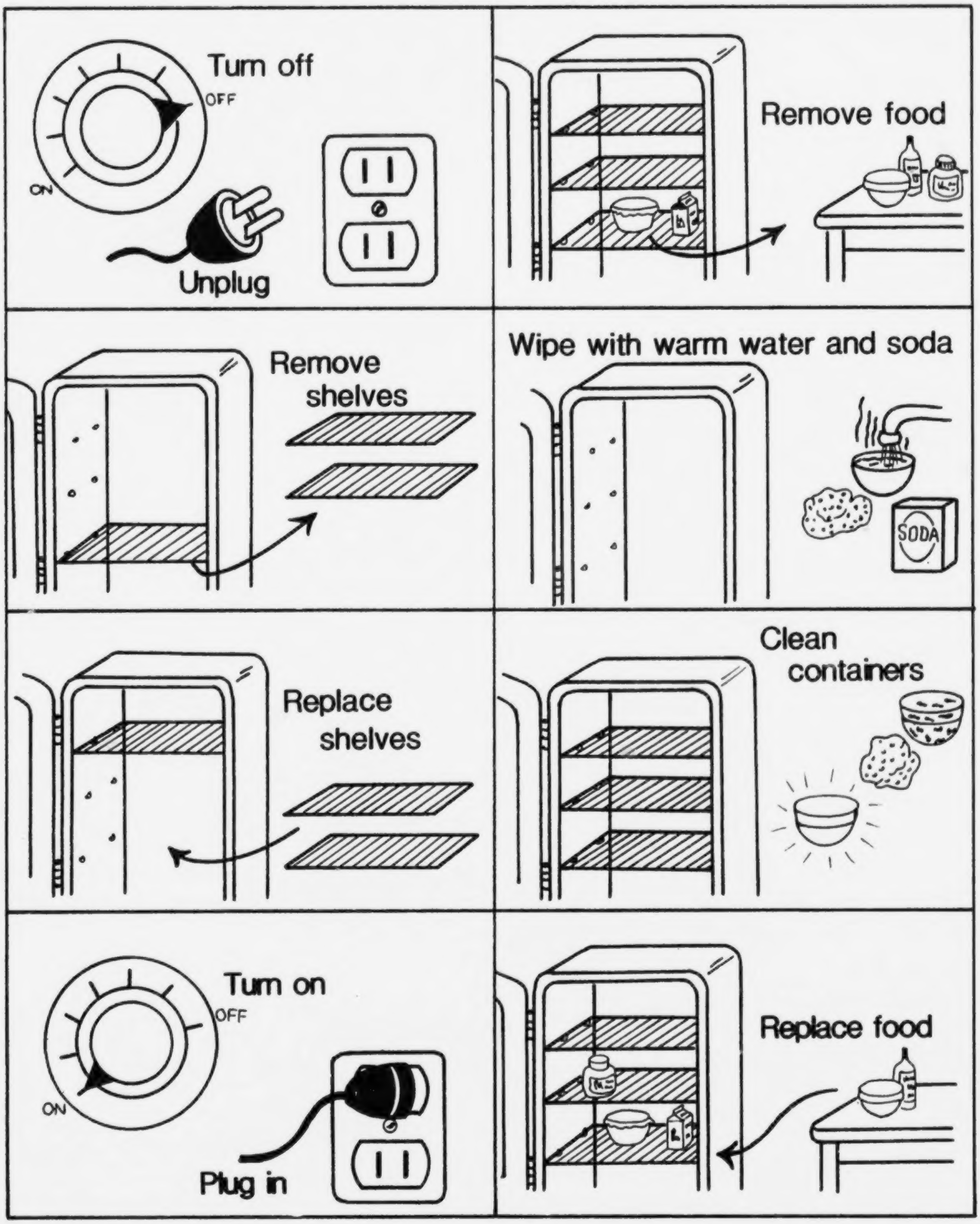


7. Clean and polish the outside of the toaster.



8. Replace the crumb trays.

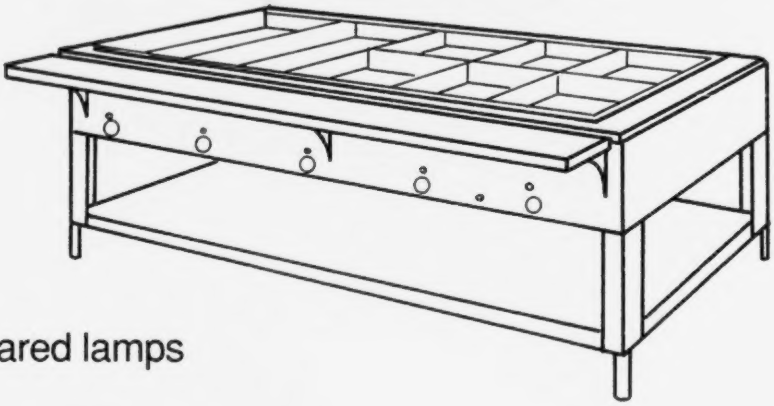
Cleaning the Refrigerator or Freezer


Turn off
OFF
ON
Unplug
Remove food
Remove shelves
Wipe with warm water and soda
SODA
Replace shelves
Clean containers
Turn on
OFF
ON
Plug in
Replace food

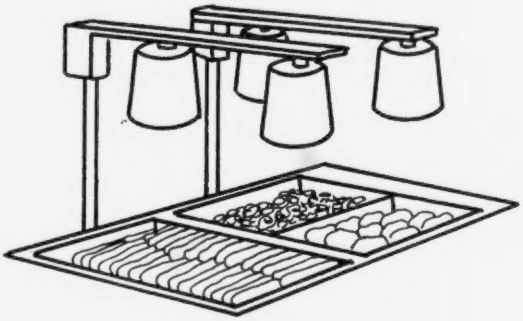
Teaching Aid 71

Food Warmers

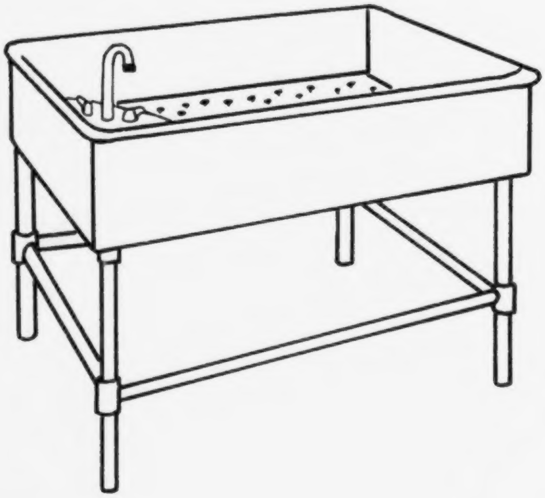
Waterless food warmer



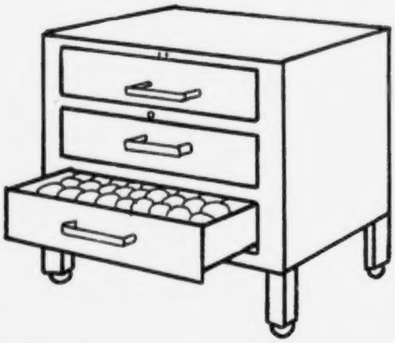
Infrared lamps



Bain-Marie

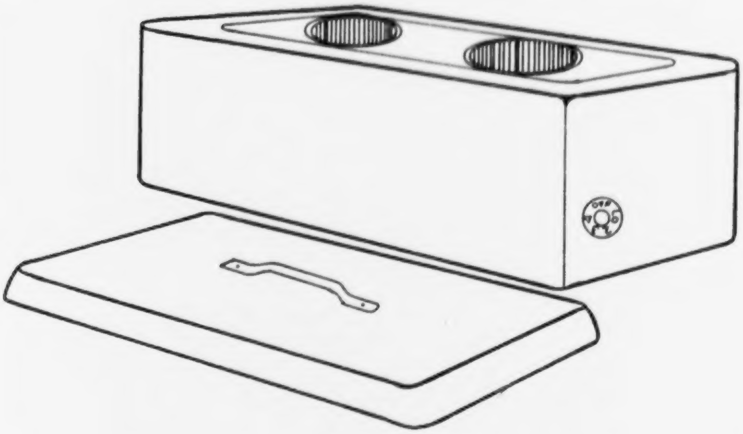


Roll warmer

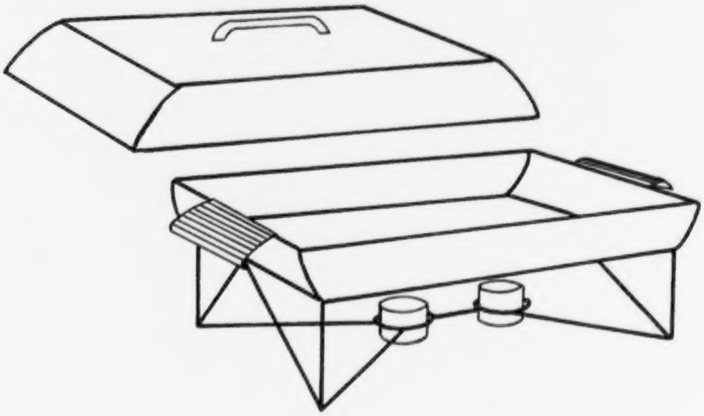


Teaching Aid 71

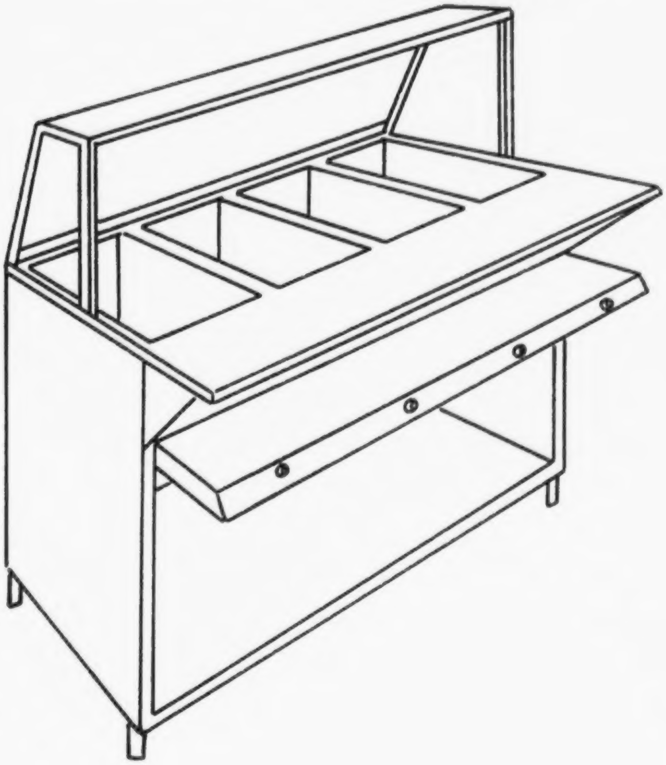
Twin-well counter food warmer

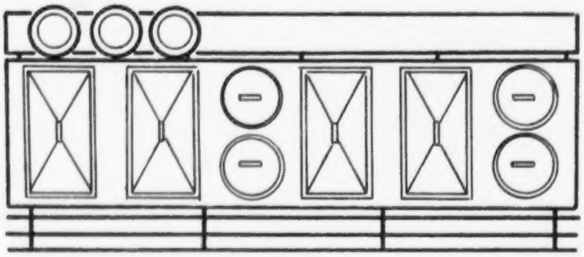


Portable hot food warmer



Hot Serving and Holding Units





Steam Table

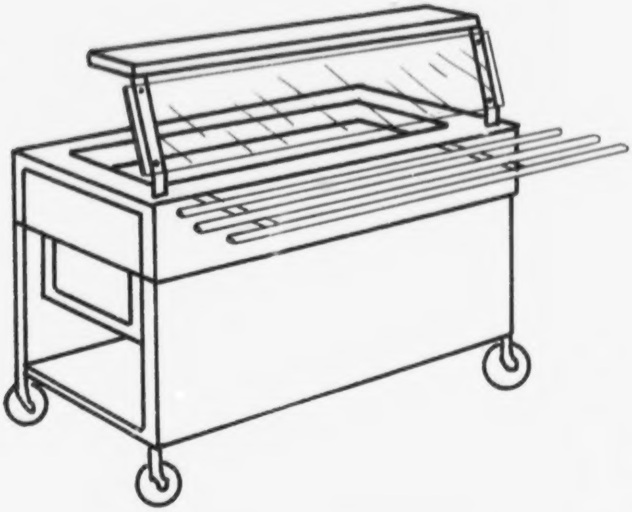
Teaching Aid 72

Advantages and Disadvantages of Hot Holding and Serving Units

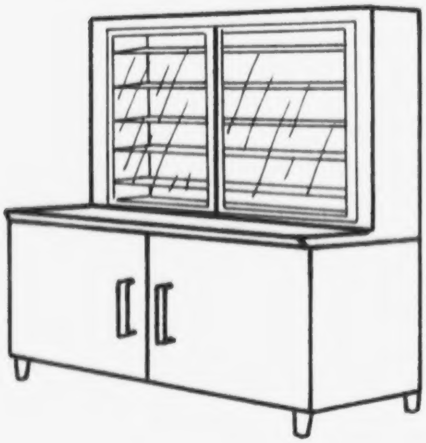
	Advantages	**Disadvantages**
Infrared Lamp	1. Is portable.	1. Dries food out.
Steam Serving Table	1. Holds all types of foods. 2. Holds large quantitites of food. 3. Reduces food shrinkage. 4. Keeps foods at a hotter serving temperature.	1. Water level must be checked. 2. Must be preheated. 3. Water must be drained daily. 4. Food quality must be checked at intervals to prevent overcooking or sogginess of some food products. 5. Possibility of burns when replacing or removing counter pans.
Dry heat Table	1. Less trouble since no water is used. 2. Temperatures easily controlled.	1. Dries food out. 2. Sometimes burns food on the bottom of the counter pan. 3. Possibility of burns when replacing or removing counter pans.
Bun Warmer	1. Keep bread from drying out. 2. Efficient method for holding hot breads as breads can be prepared ahead. 3. Easy to clean.	1. Limited number of types of foods that can be placed in the warmer.
Twin well warmer	1. Particularly good for holding sauces and gravies. 2. Can be used with or without steam.	1. Is portable. 2. Used for limited quantity. 3. Water level must be checked if steam is being used. 4. Water must be drained daily. 5. Must be preheated.

Teaching Aid 73

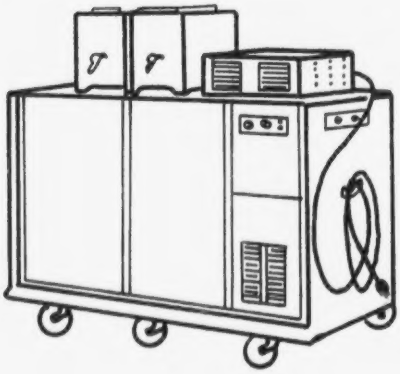
Cold Holding and Serving Units



Cold Food Server



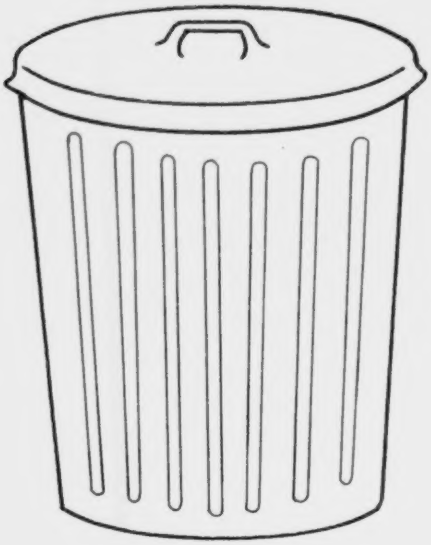
Salad Case

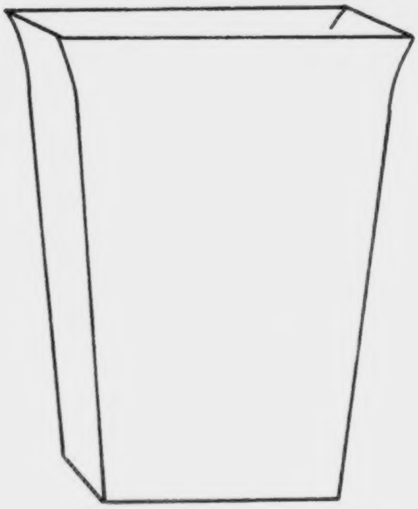


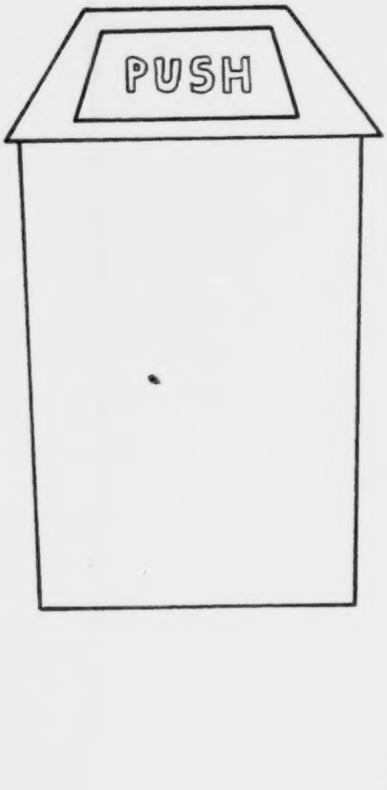
Hot and Cold Carts

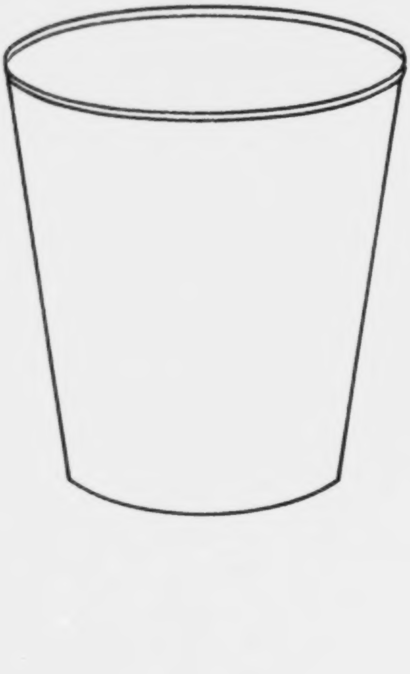
Teaching Aid 74

Trash or Garbage Cans



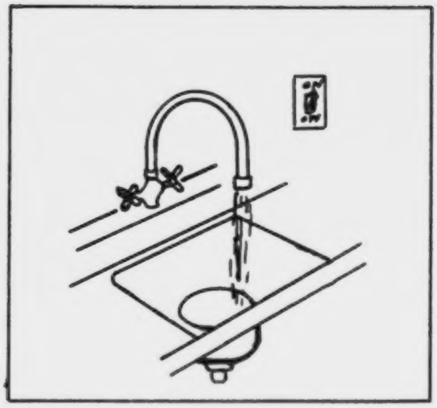




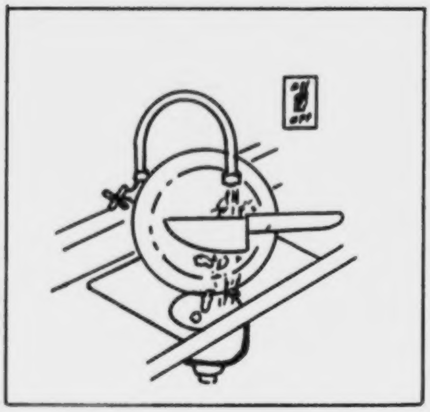


Teaching Aid 75

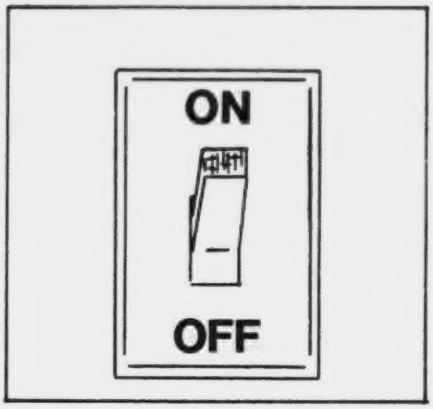
Steps for Operating the Garbage Disposer



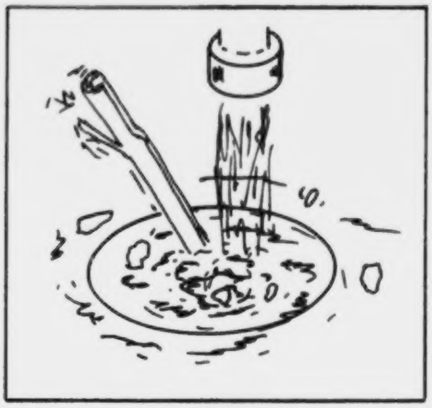
Turn on water



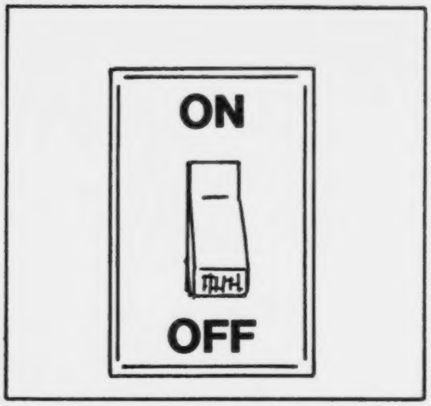
Put in food waste



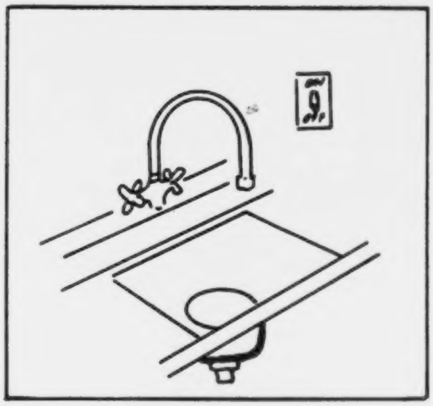
Turn the switch on



Let disposer grind waste



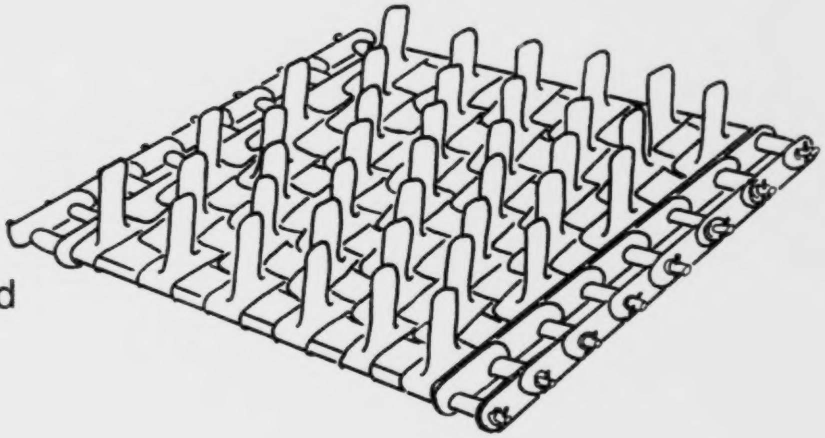
Turn off the switch



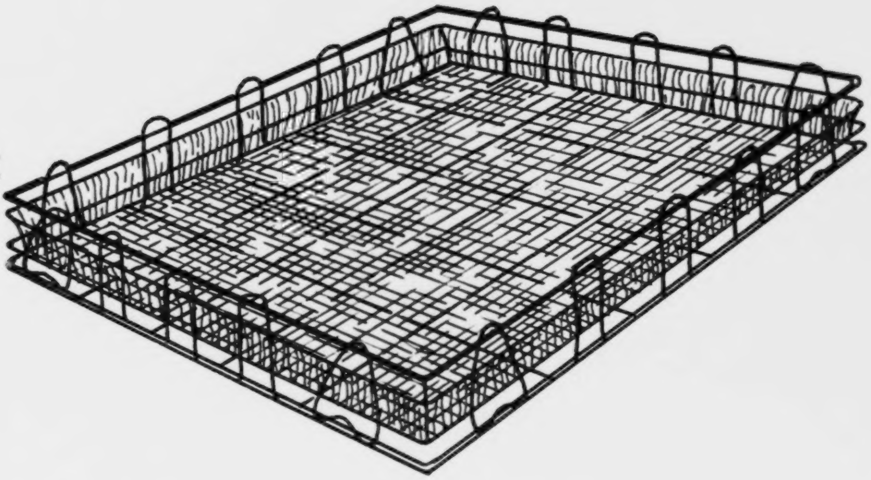
Turn off water

Teaching Aid 76

Dish Machine Racks



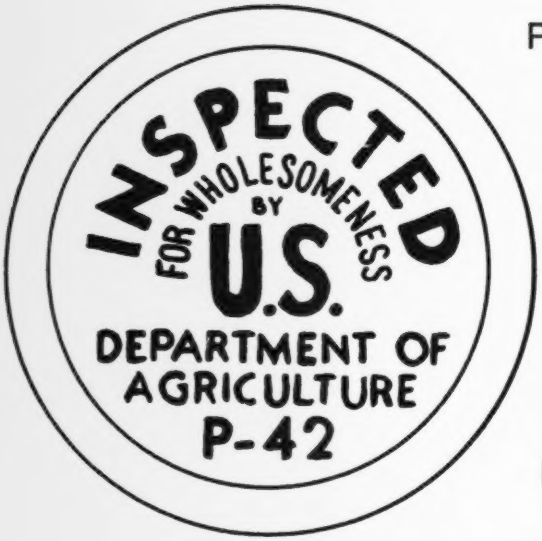
Pegged

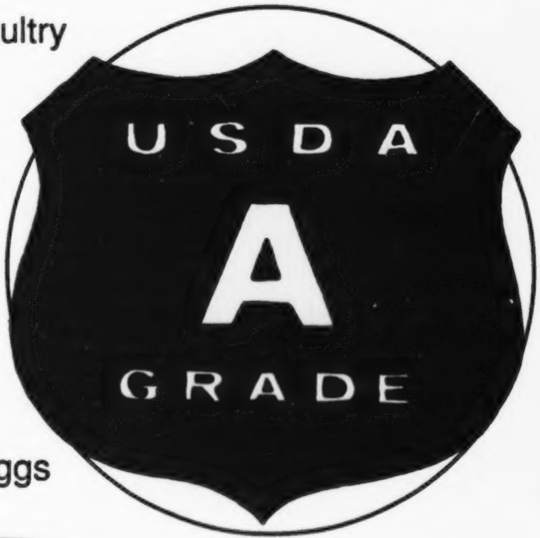


Flat

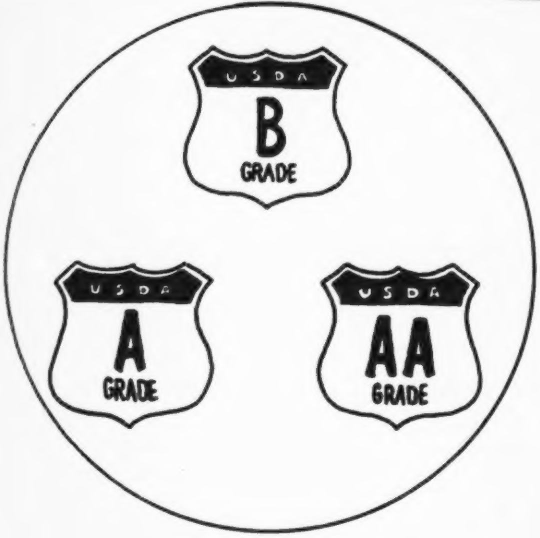
USDA Grade Labels

Poultry

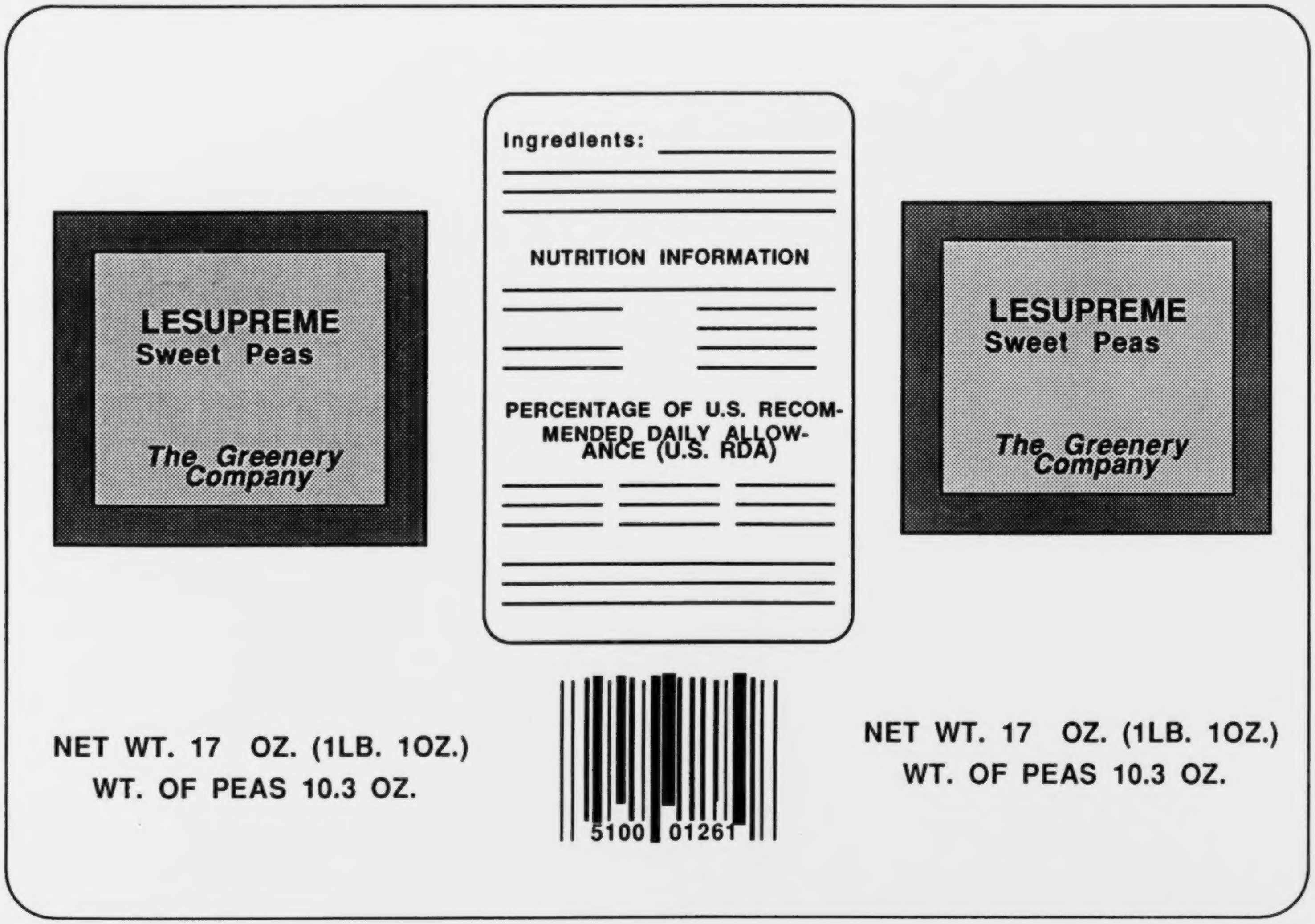

INSPECTED
FOR WHOLESOMENESS
BY
U.S.
DEPARTMENT OF
AGRICULTURE
P-42


USDA
A
GRADE

Eggs


USDA
B
GRADE
USDA
A
GRADE
USDA
AA
GRADE

Food Labels



LESUPREME
Sweet Peas

The Greenery Company

Ingredients: ____________

NUTRITION INFORMATION

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)

NET WT. 17 OZ. (1LB. 1OZ.)
WT. OF PEAS 10.3 OZ.

5100 01261

LESUPREME
Sweet Peas

The Greenery Company

NET WT. 17 OZ. (1LB. 1OZ.)
WT. OF PEAS 10.3 OZ.

Recipe Components

(NOTE TO TEACHER: In order to show the different parts of a recipe one of the following techniques may be used. Use quantity recipes from two or three sources so that students get experience in locating information on recipes written in different formats.)

1. Use one transparency sheet. As you talk about a recipe write the parts on the transparency with different colors of ink. If ink is not available use symbols such as squares, triangles, or circles.

2. Have a recipe already written on a transparency. Place the transparency on the overhead projector and cover it with a sheet of paper. As you talk about the different parts reveal the portion of the recipe you are explaining.

3. Use eight overlay transparency sheets and write in different colors of ink on each transparency, one part of the recipe. Example:

Sheet	Color of Ink	Part of Recipe
1	Red	Name of Recipe
2	Brown	Yield
3	Green	Ingredients
4	Orange	Measurements
5	Blue	Temperature
6	Yellow	Cooking Time
7	Black	Instructions
8	Purple	Utensils

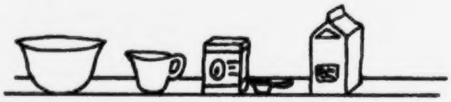
Teaching Aid 80

How to Use a Recipe

1. Read the whole recipe before you start to prepare the food.

2. Know words and amounts before you begin. Ask questions, if necessary.

3. Get out all the food and equipment needed.



4. Weigh or measure all ingredients carefully.

5. Follow each direction in order.

#1 sift flour
#2 add milk
#3 stir

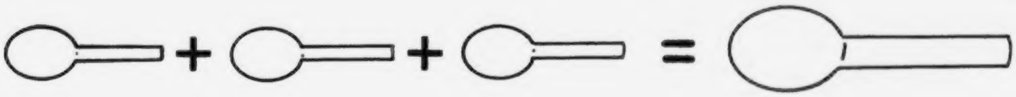
6. Keep the area clean while working.

7. Remember sanitation and safety every step of the way.

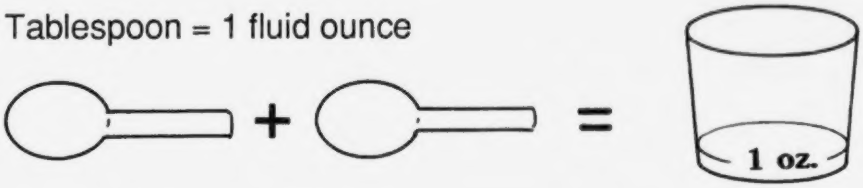
Teaching Aid 81

Table of Measurements

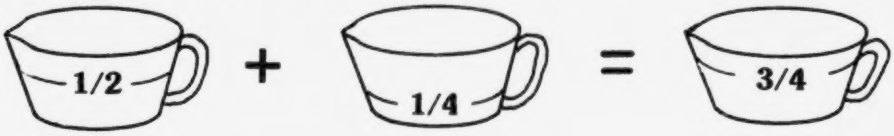
3 teaspoons = 1 Tablespoon



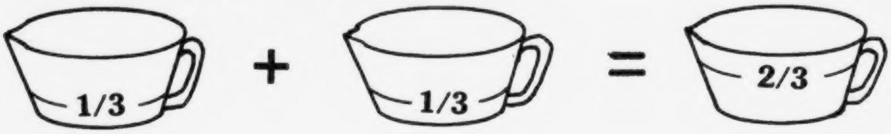
2 Tablespoon = 1 fluid ounce



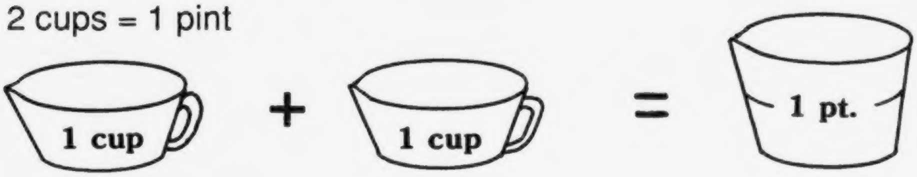
1/2 cup + 1/4 cup = 3/4 cup



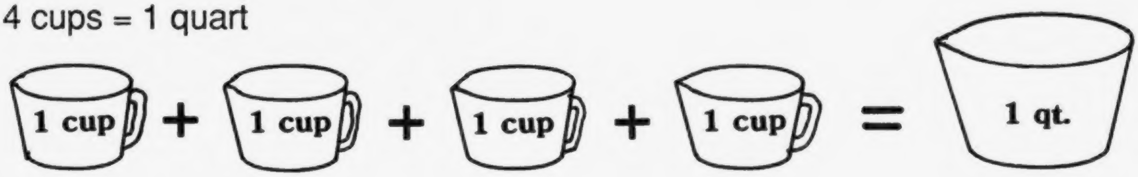
1/3 cup + 1/3 cup = 2/3 cup



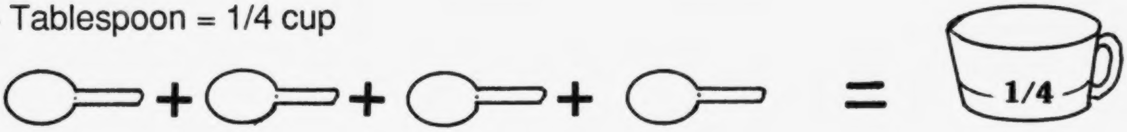
2 cups = 1 pint


1 cup
1 cup
1 pt.

4 cups = 1 quart


1 cup
1 cup
1 cup
1 cup
1 qt.

4 Tablespoon = 1/4 cup



(NOTE TO TEACHER: Cut out flannel measuring cups and spoons so they are the actual size of a cup or spoon. Use various colors on the flannel board so it will be attractive. Let the students who have a hard time seeing feel the cups and spoons cut out of flannel.)

Teaching Aid 82

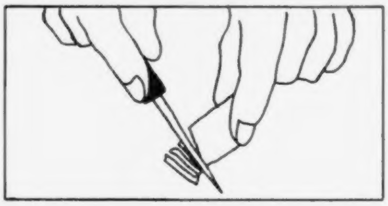
Chef Rummy

To make playing cards, cut apart and place on index cards and laminate for durability. Use at least 46 cards - 23 for terms and 23 for pictures or definitions.

RULES:

1. 2-4 players
2. Shuffle the cards and deal one at a time face down until each player has 6 cards.
3. Place the remaining cards face down in the center of the table to form the "Drawing Pile." Turn top card face upward beside the drawing pile; this starts the "Discard Pile."
4. Each player tries to get rid of their cards by playing "Books." A book is 2 cards--one with a cooking term and the other with its picture or definition. EXAMPLE:

Slice



5. Play is begun by the player at the left of the dealer, who draws a card from the top of either the "drawing pile" or "discard pile," and forms, if possible, a "book" which she or he lays face upward before her or him.
6. At this point, other players may "challenge" the match of a book. If the book is "incorrect" player must pick up the cards and put them back into his or her hand. If the "challenge" is incorrect the player is allowed to discard an additional card (see 7). (See also, SCORING, next page.)
7. At the completion of a "challenge," if any, the player then discards one card to the discard pile. The player may form more than one book if possible, but may only draw and discard once. (See 6, incorrect "challenge").

8. This order of draw, play, and discard must be followed, unless a player is unable to play or desires to hold back cards to block opponents, when a player only draws and discards as usual.
9. If all cards in the drawing pile have been used before someone wins, the discard pile may be shuffled and turned face down to form a new drawing pile.
10. A game ends if a player clears his or her hand of all cards or when no cards remain in both the drawing and discard piles.

SCORING:
+4 for player going out first.
+1 for each book any player has made.
+3 for challenger--if challenge is correct.
-3 for challenger--if challenge is incorrect.
+3 for player--if the challenger is incorrect.
-1 for each card left in hand.

A player with a total of 50 points wins the game.

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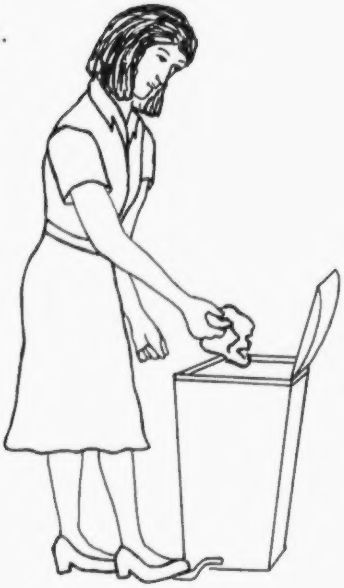
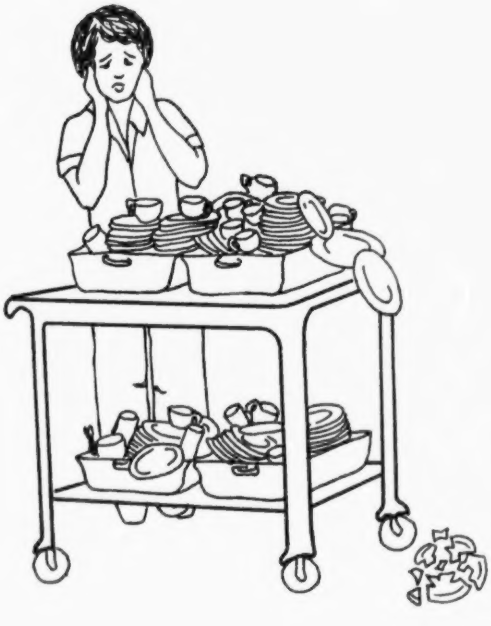
[1] Developed by Mrs. Francis Whitaker, CVAE Teacher, Ft. Worth, Texas.

Saving Time and Energy

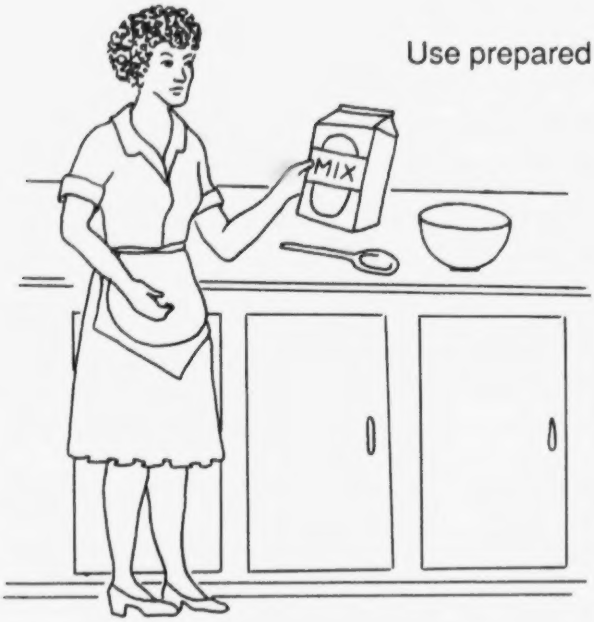
Keep a trash can by the work area.



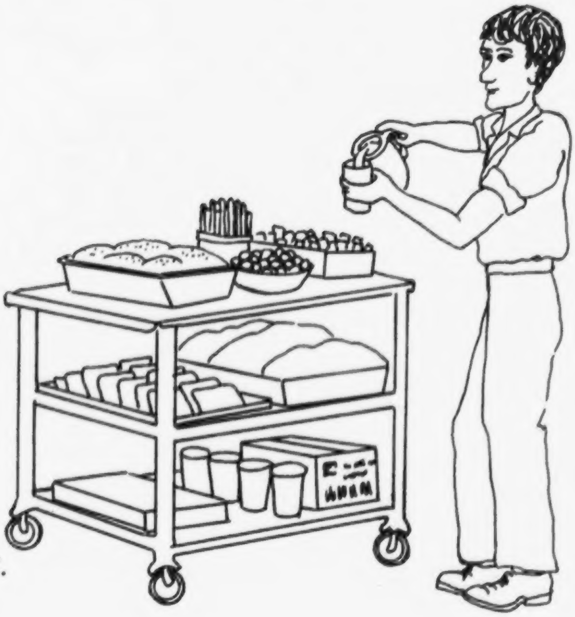


- Never overload carts
- Load carefully to avoid slipping
- Move slowly when pushing carts

Teaching Aid 83



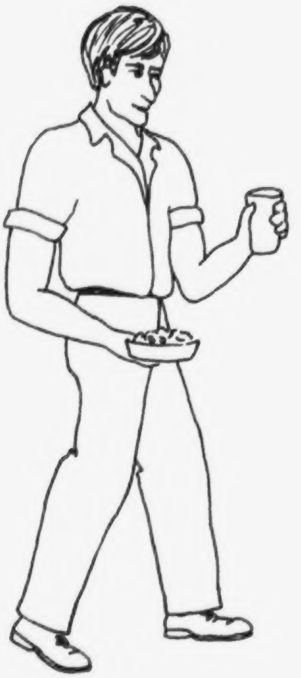
Use prepared mixes to save time.

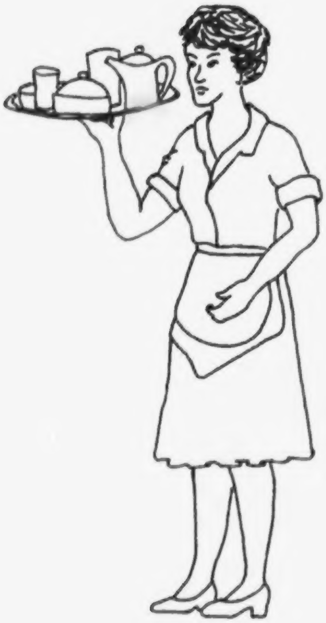


Wheels make work easier.

Teaching Aid 83

Carry items on trays to make it easier, quicker, and more efficient.





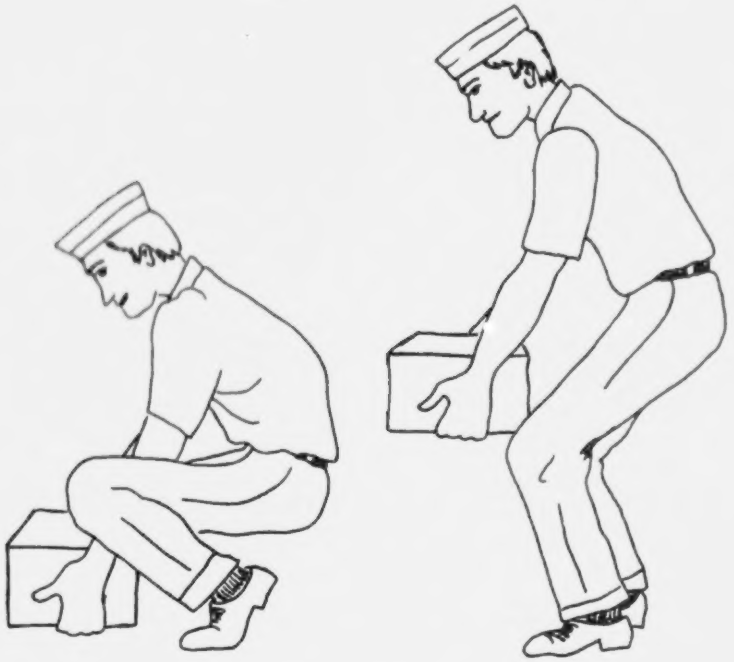
Teaching Aid 83

Correct Lifting Techniques

IF AN OBJECT FEELS TOO HEAVY:

Get someone to help
Split the load--make two trips
Get a hand truck
Roll it
Drag it
Push it along on the corners

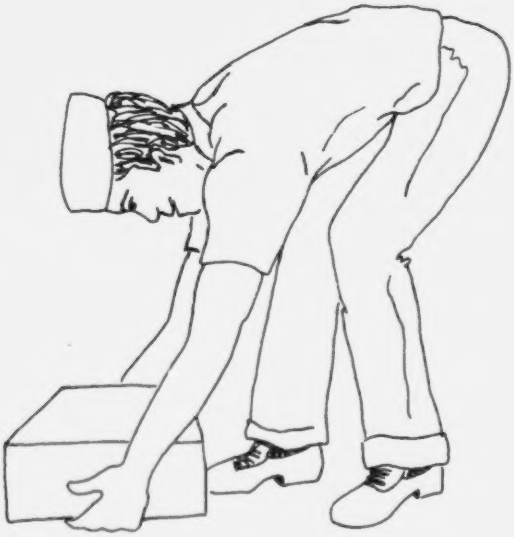
* Squat close to the load
* Keep your back straight as possible
* Grip the object firmly
* Hold the load as close to your body as possible
* Lift by pushing up with leg muscles.

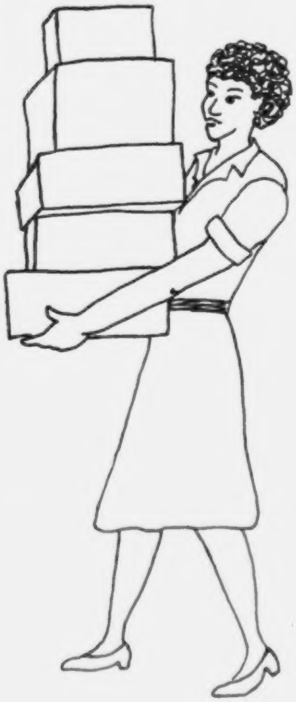


Place your feet about a foot apart for good balance and a firm base.
Squat close to the load, keeping your back as straight as possible.
Grip the object firmly and lift by pushing up with your leg muscles.
Hold the load close to your body and rise

Incorrect Lifting Technique

Lift with the leg muscles rather than with the back, to help prevent back injuries.





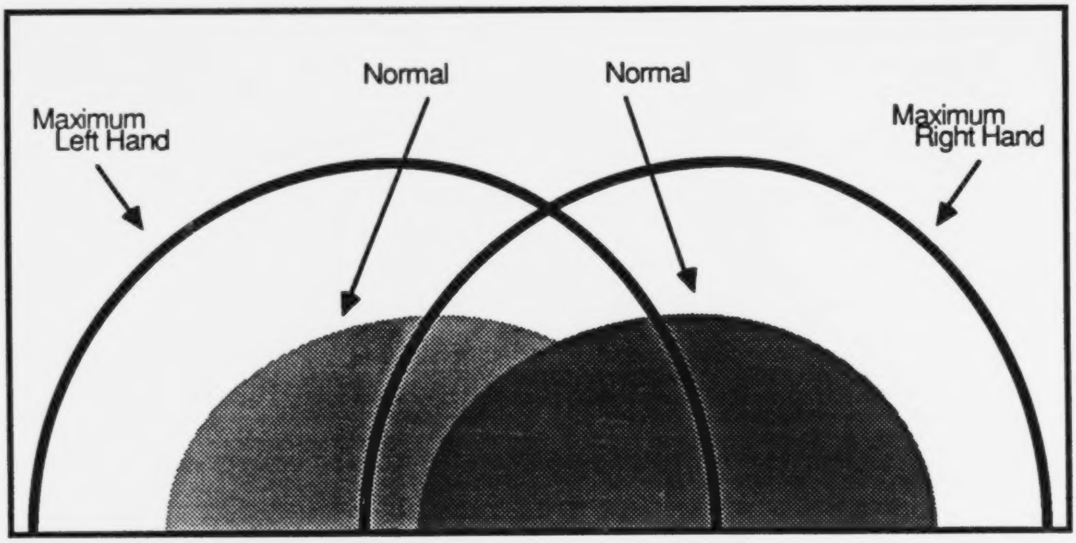
CARRYING

Never carry loads that prevent you from seeing where you are going!

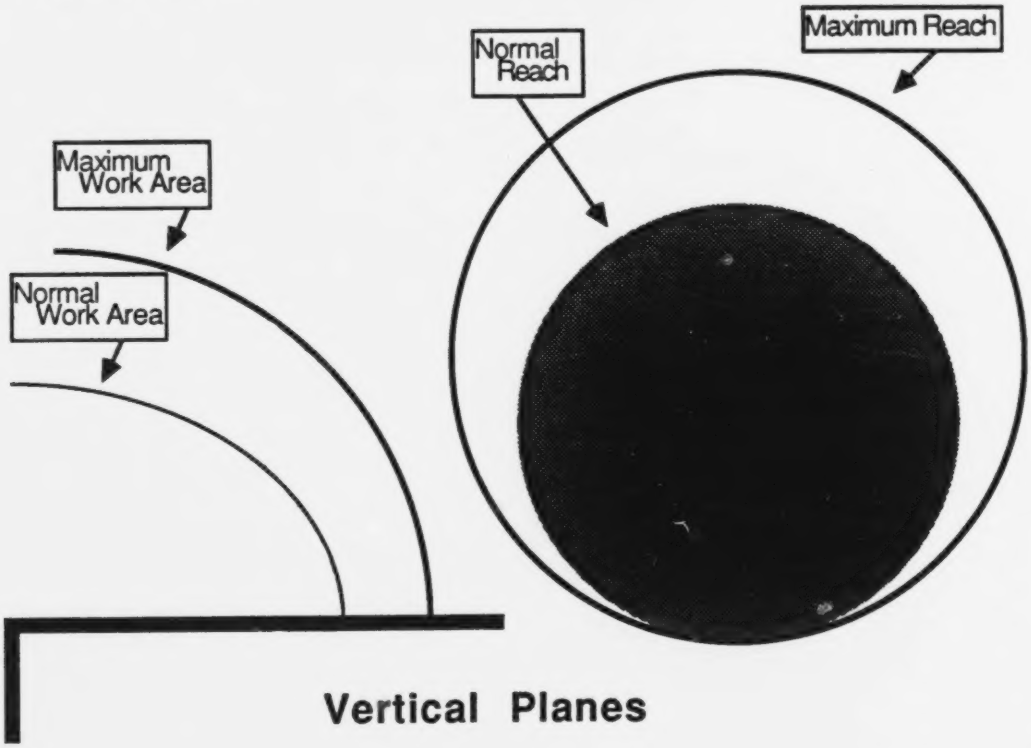
Watch your step!

Teaching Aid 84

Normal and Maximum Work Areas


Maximum Left Hand
Normal
Normal
Maximum Right Hand

Horizontal Plane


Maximum Reach
Normal Reach
Maximum Work Area
Normal Work Area

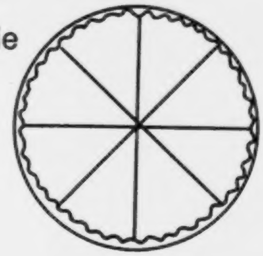
Vertical Planes

Teaching Aid 85

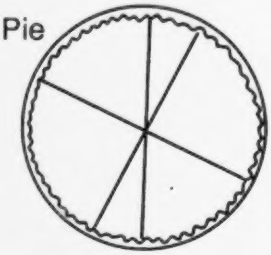
Can You Decide Which is Portioned Correctly?

(NOTE TO TEACHER: Enlarge these pictures so you can draw them on a poster board and all students will be able to see them.)

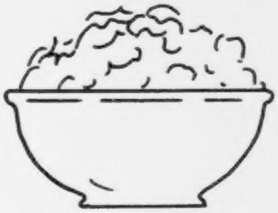
Pie



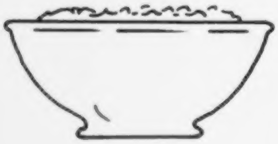
Pie



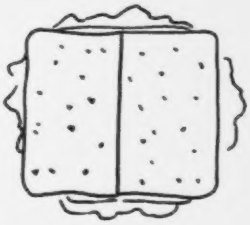
Vegetables - Creamed Potatoes



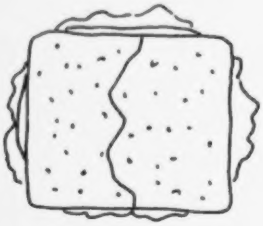
Vegetables - Creamed Potatoes



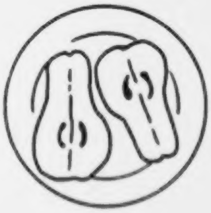
Sandwich



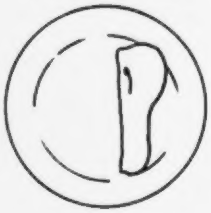
Sandwich



Fruit - Pear

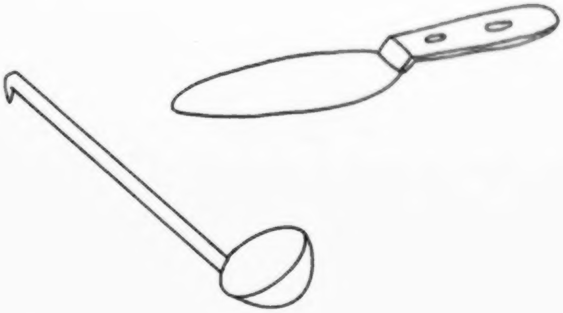


Fruit - Pear



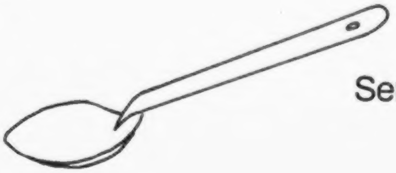
Teaching Aid 86

Portioning Tools

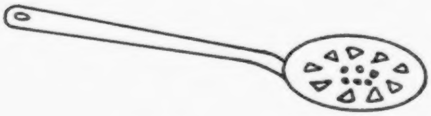


Pie Knife or Server

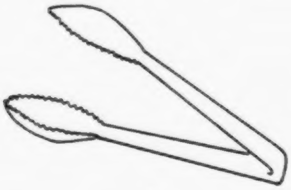
Ladle



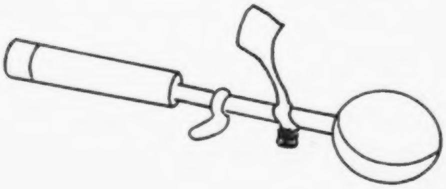
Serving Spoon



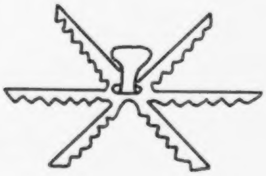
Pierced Spoon



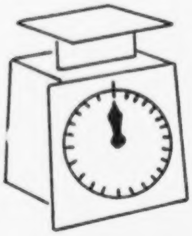
Tongs



Dipper



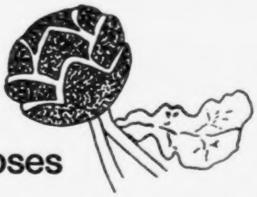
Pie Marker



Scale

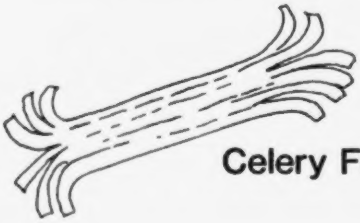
Fruit and Vegetable Garnishes

Wash radishes and cut off the root, leaving an inch of stem. Hold radish by stem and make overlapping cuts down and into sides. Do not cut completely through the skin. Place in cold water to make the "petals" open and remain crisp.



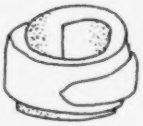
Radish Roses

Cut celery into pieces about 2 1/2" long. Make short cuts, close together in one end. The other end may be cut the same way or left as is. Place in cold water to curl. Green onion stems can be cut in the same way and will fan in cold water.



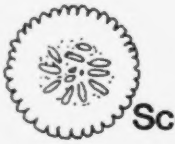
Celery Fans

Peel a large, thick carrot, then cut very thin slices lengthwise with the peeler. Wrap slice around finger and secure with toothpick. Put in cold water to crisp. Remove toothpick before serving.



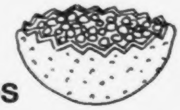
Carrot Curls

Wash cucumber. Do not peel. Pull prongs of fork down all sides lengthwise. Slice as desired.



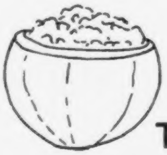
Scored Cucumber

Cut orange or grapefruit in half. Remove pulp. Make saw-toothed edges with knife, if desired. Fill with salad or fruits.



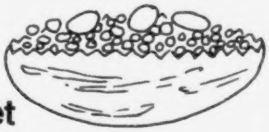
Citrus Cups

Slice off top of tomato, hollow out a small portion. Place filling in the depression. Warm in oven before serving.



Tomato Cups

Slice a watermelon lengthwise and hollow out. Use for melon balls or chunks with seeds removed. A saw-tooth or scalloped edge adds to the appearance. Fill with melon balls and other cut fruits.

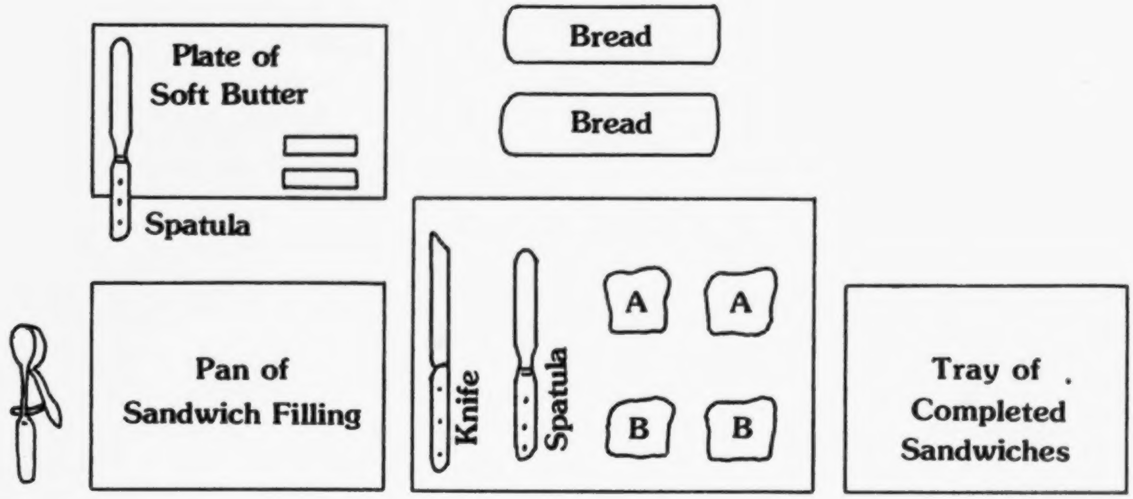


Melon Basket

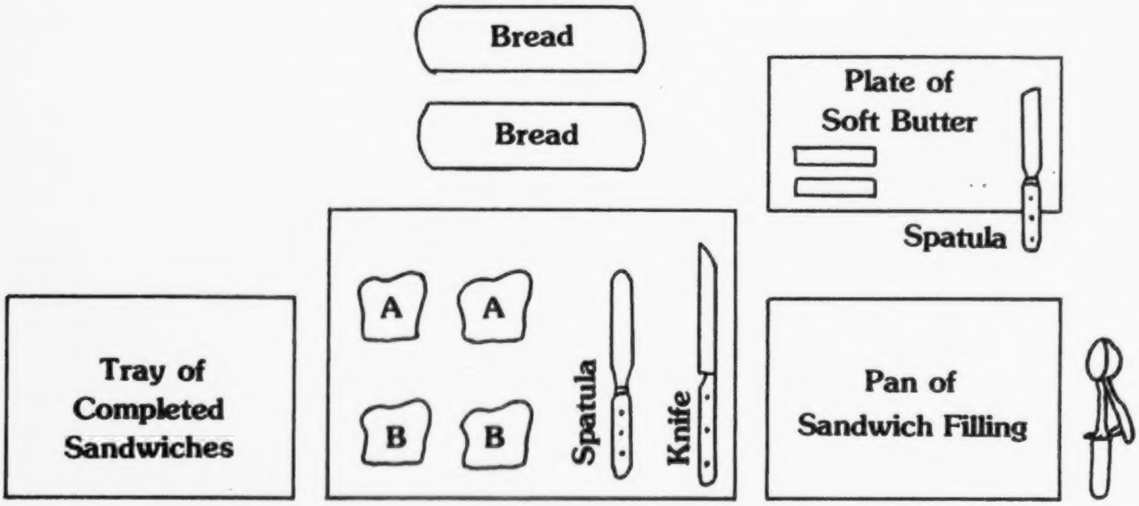
Individual Work Set Up for Preparing Sandwiches

1. Place 4 stacks of bread on board with seven slices in each back stack.
2. Spread butter or margarine on top four bread slices.
3. Place filling on buttered bread in stack B.
4. Spread filling evenly to edge.
5. Close sandwiches by covering with 2 slices from stack A. Be sure to place covers on sandwiches with spread side down.
6. Repeat steps 2, 3, 4, and 5 until there are 4 whole sandwiches in each of the front stacks.
7. Cut sandwiches with knife using a straight downward motion.
8. Store or wrap cut sandwiches.

Set Up for Left-Hand Worker


Bread
Bread
Plate of Soft Butter
Spatula
Pan of Sandwich Filling
Knife
Spatula
A
A
B
B
Tray of Completed Sandwiches

Set Up for Right-Hand Worker


Bread
Bread
Plate of Soft Butter
Spatula
Tray of Completed Sandwiches
A
A
B
B
Spatula
Knife
Pan of Sandwich Filling

Salad Scramble (Teacher Information Sheet)

How to Prepare:

1. On a table, place various foods that represent terms used in salad preparation, such as salt and pepper for seasoning, lettuce for the word crisp, and a bruised tomato for the word bruise. (You can also use pictures that show a salad as an appetizer, main course, or a dessert.)

2. Cut out numbers 1 - (number in class) and place in a box.

How to Play:

1. Draw a number from a box; this number will determine the order in which questions will be asked.

2. Ask the student who drew Number 1 the first question.

3. If the student answers the question correctly he or she receives 2 points and the person who drew Number 2 is then asked another question.

4. If the student answers the questions incorrectly he or she receives no points and the person who drew number 2 is then asked the same question. (NOTE TO TEACHER: Ask 3 students the same question and if Number 3 misses it explain the correct answer.)

5. Reward each correct answer.

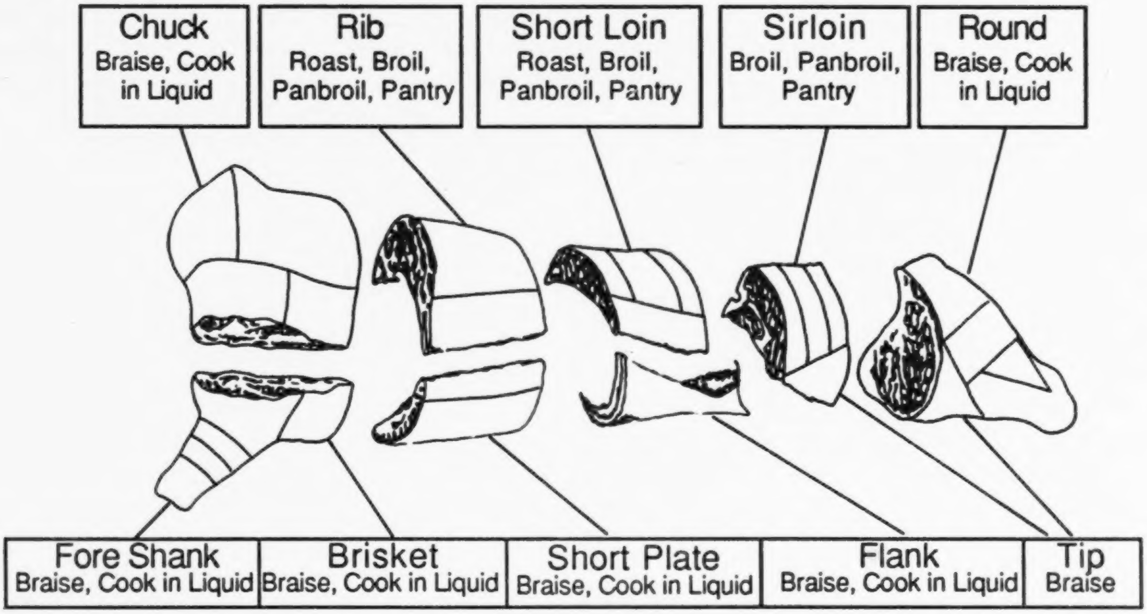
Examples of Questions:

1. Which is a crisp vegetable?
2. What would you use to garnish a salad?
3. Is this tomato with a bruise on it suitable to serve in a salad?
4. How do you toss a salad?
5. How much salad dressing would you put on a salad?

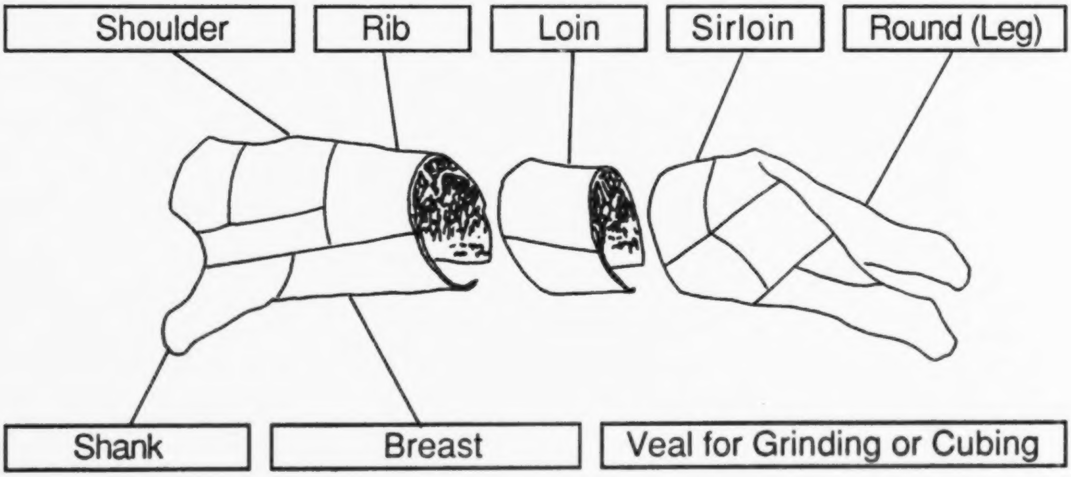
Teaching Aid 90

Beef and Veal Chart

Beef


Chuck
Braise, Cook in Liquid
Rib
Roast, Broil, Panbroil, Pantry
Short Loin
Roast, Broil, Panbroil, Pantry
Sirloin
Broil, Panbroil, Pantry
Round
Braise, Cook in Liquid
Fore Shank
Braise, Cook in Liquid
Brisket
Braise, Cook in Liquid
Short Plate
Braise, Cook in Liquid
Flank
Braise, Cook in Liquid
Tip
Braise

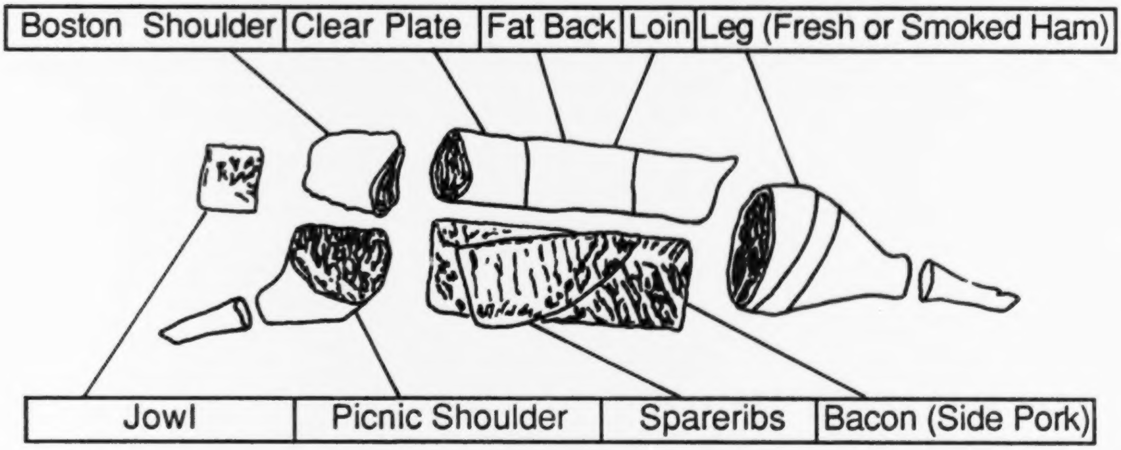
Veal


Shoulder
Rib
Loin
Sirloin
Round (Leg)
Shank
Breast
Veal for Grinding or Cubing

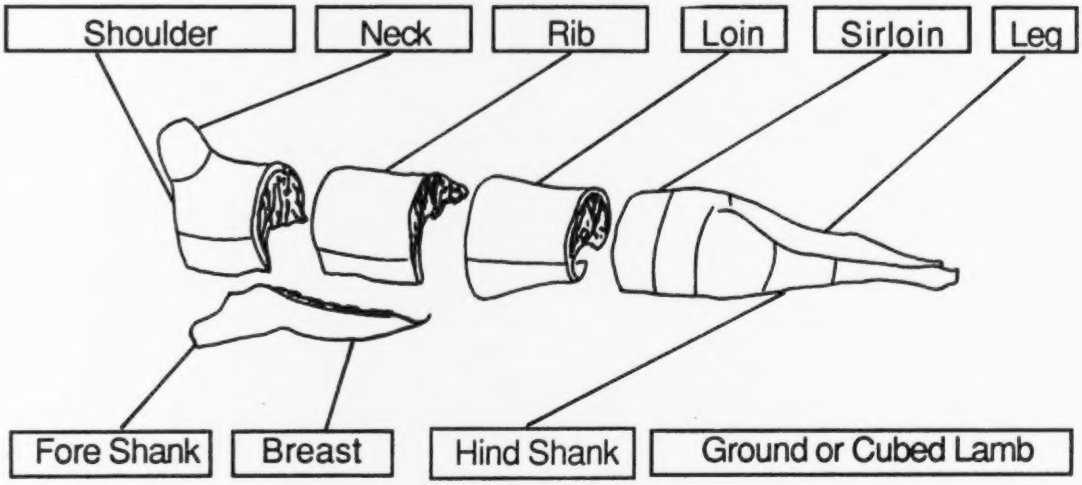
Teaching Aid 91

Pork and Lamb Chart

Pork


Boston Shoulder
Clear Plate
Fat Back
Loin
Leg (Fresh or Smoked Ham)
Jowl
Picnic Shoulder
Spareribs
Bacon (Side Pork)

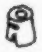
Lamb


Shoulder
Neck
Rib
Loin
Sirloin
Leg
Fore Shank
Breast
Hind Shank
Ground or Cubed Lamb

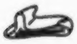
Teaching Aid 92

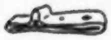
Bone Shapes

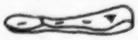
Shoulder/Arm Cuts


Arm Bone

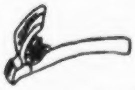
Shoulder Blade Cuts


Blade Bone
(near neck)

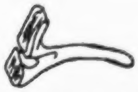

Blade Bone
(center cuts)


Blade Bone
(near rib)

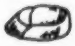
Rib Cuts

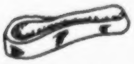

Back Bone and Rib Bone

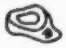
Short Loin Cuts


Back Bone (T-Shape) T-Bone

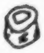
Hip (Sirloin) Cuts


Pin Bone
(near short
loin)

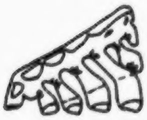

Flat Bone
(center cuts)


Wedge Bone
(near round)

Leg or Round Cuts


Leg or Round Bone

Breast or Brisket Cuts


Breast and Rib Bones

Teaching Aid 93

Meat Cookery

Dry Heat Methods

ROASTING (Tender Cuts)

1. Season
2. Place meat, fat side up, on rack in shallow roasting pan.
3. Insert meat thermometer. Do not let bulb touch bone or rest in fat.
4. Do not add water. Do not cover.
5. Roast in oven at 300-350 degrees.
6. Roast to recommend doneness:
   Beef-140-170 degrees
   Veal-170-180 degrees
   Lamb-140-170 degrees
   Pork-180-185 degrees
7. Allow meat to rest 15-20 minutes after taking from oven before slicing.

BROILING (Tender Steaks, Chops, Patties)

1. Trim and slash fat around edges of steaks or chops to prevent curling.
2. Preheat broiler or grill.
3. Place meat on rack of broiler pan 3-5 inches from heat source.
4. Broil until meat is brown. Season.
5. Turn and cook until done.

PANBROILING (Less Tender Cuts)

1. Season, if desired.
2. Place meat in heavy skillet.
3. Do not add fat or water. Do not cover.
4. Cook at medium temperature and turn often.
5. Pour fat from pan as it occurs.

PANFRYING (Thin or Tenderized Cuts)

1. Add a small amount of oil to pan.
2. Season, flour, or coat meat.
3. Brown meat on both sides.
4. Do not cover.
5. Cook at medium temperature until done. Turn occasionally.

Moist Heat Methods

BRAISING (Less Tender Cuts)

1. Season, coat, and/or flour.
2. Brown meat on all side in heavy pot or skillet.
3. Add a small amount of water or liquid.
4. Cover tightly.
5. Cook at low temperature until tender.

COOKING IN LIQUID (Less Tender Cuts)

1. Season, coat, and/or flour.
2. Brown meat on all sides.
3. Cover meat with water or other liquid.
4. Cover and simmer until tender.
5. Add vegetables, if desired, during last part of cooking time.

Teaching Aid 94

Poultry Cookery

Dry Heat Methods

FRYING
1. Cut poultry into serving pieces.
2. Rinse pieces and pat dry.
3. Season, coat, and/or flour.
4. Heat a small amount of oil in skillet.
5. Place pieces in hot fat.
6. Turn occasionally to brown evenly.
7. Reduce heat. Cover and cook until tender.
8. Drain on paper towels.

OVENFRYING (Follow steps 1-3 above)
4. Place pieces shallow baking dish, skin side down.
5. Bake at 375 degrees for about an hour.

BROILING
1. Cut into halves, quarters, or pieces.
2. Place on broiling pan, skin down.
3. Brush each piece with butter or sauce.
4. Place pieces about 9 inches from heat. If barbequing, place pieces about 3-6 inches from hot coals.
5. Turn every 15 minutes until brown and tender.

ROASTING
1. Rinse bird and pat dry.
2. Fold wings to back so tips
3. Tie legs and tail together with string.
4. Put bird, breast up, on roasting rack in shallow pan.
5. Brush bird with fat.
6. Place tip of meat thermometer in thickest part of thigh or breast.
7. Place in 325 degree oven.
8. Poultry is cooked when internal temperature is 185 degrees or leg moves easily in socket.
9. After removing from oven, allow to rest 10-20 minutes before carving.

Moist Heat Methods

BRAISING (Fricassee)

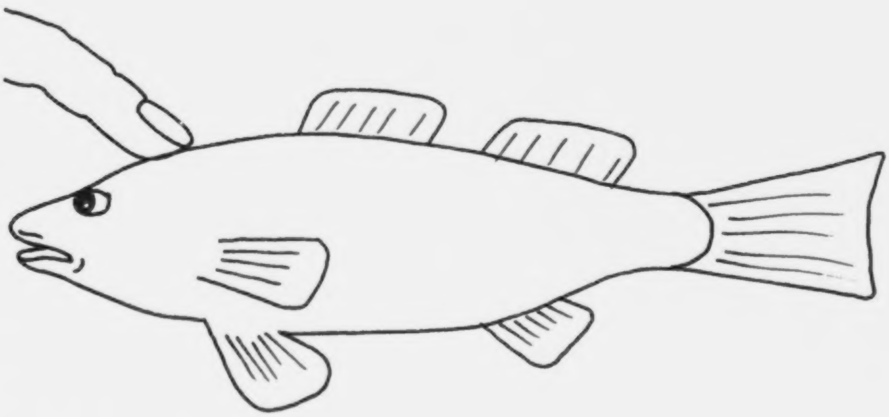
1. Cut into pieces. Rinse and dry
2. Season and/or flour.
3. Brown pieces in small amount of fat.
4. Add small amount of liquid. Cover.
5. Cook in oven at 325 degrees or simmer on range-top.
6. Cook until tender

STEWING

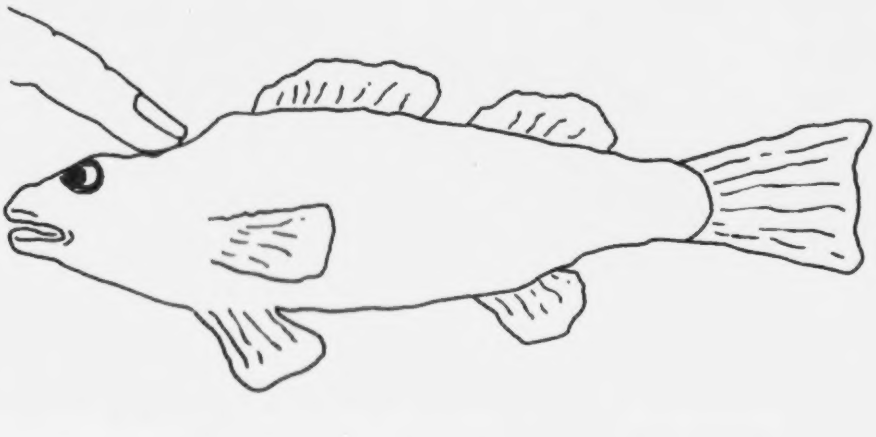
1. Cut in halves, quarters, or pieces.
2. Rinse pieces. Put in deep pan.
3. Add water to cover and seasoning.
4. Bring to a boil, then reduce heat.
5. Cover pan and simmer until tender.
6. Simmer until tender.

Characteristics of Fresh Fish

FRESH
Firm flesh
Bright eyes
Red gills
Mild odor

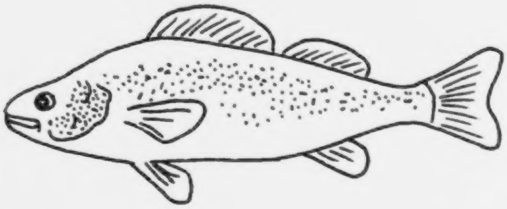
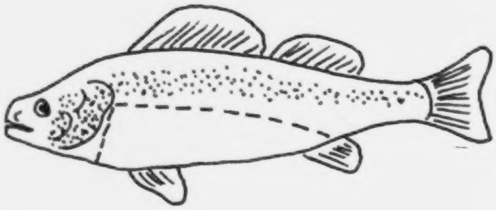
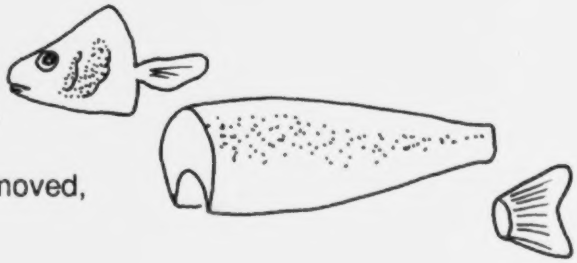
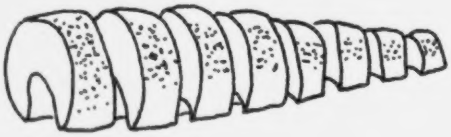
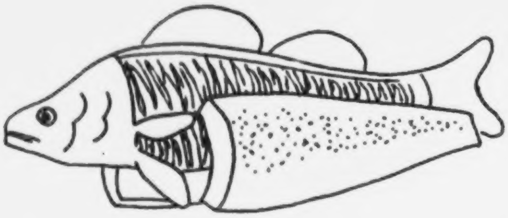


NOT FRESH
Spongy flesh
Dull, sunken eyes
Greyish gills
Strong odor



Teaching Aid 96

Types and Cuts of Finfish

Form	Description	Appearance
Whole	Fish are simply caught, iced, and delivered.	
Drawn	Fish are gutted, iced, and delivered.	
Pan-dressed	Fish are gutted, scales and skin removed. Heads, tails, fins, and bones may be removed, too.	
Steak	Slices are cut across the body of a large pan-dressed fish.	
Fillet or filet (fil-lay')	The sides of a fish are removed from the bone.	

Fish Cookery

Dry Heat Methods

BAKING
1. Place in a greased baking dish.
2. Season.
3. Bake at 350° F. until done.
4. Baste with a sauce or butter to prevent drying.

BROILING (pieces 1 inch thick)
1. Place on greased broiler pan. Brush with fat or sauce.
2. Place pan 2-4 inches from heat source.
3. Turn fish over halfway through cooking.

BARBECUING
1. Grease the grill well to prevent sticking.
2. Cook about 4 inches from coals.
3. Baste with sauce or marinade.
4. Turn thick pieces once.

FRYING
1. Dip pieces in liquid or batter, then in seasoned flour, cornmeal, or crumbs.
2. Heat fat to 375° F.
3. Cook until golden brown.

OVENFRYING
1. Dip and coat pieces as for regular fried fish.
2. Place in well greased baking pan.
3. Baste with sauce or marinade.
4. Turn thick pieces at least once.

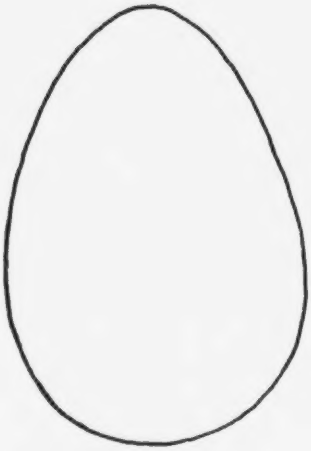
Moist Heat Methods

POACHING
1. Wrap fish in cheesecloth.
2. Add liquid or water to cover fish.
3. Simmer until fish is cooked.

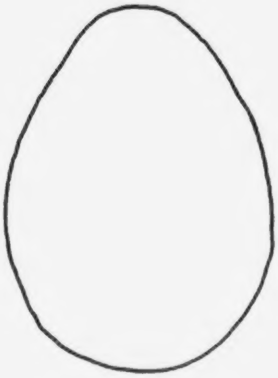
STEAMING
1. Wrap in cheesecloth. Leave shellfish in shell.
2. Place on greased rack over boiling water.
3. Steam until done.

Teaching Aid 98

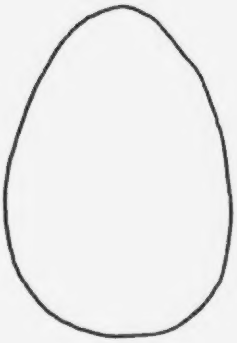
Sizes of Eggs



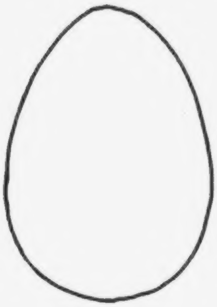
Jumbo



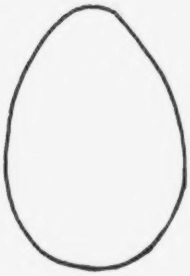
Extra Large



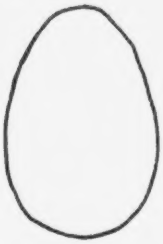
Large



Medium



Small

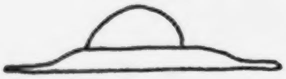


PeeWee

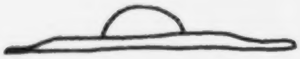
Teaching Aid 99

Grading of Eggs

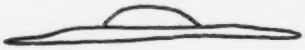
GRADE AA EGGS. The yolk is firm and upstanding. There is a large amount of thick white. It stands high and firmly around the yolk. There is only a small amount of thin white.



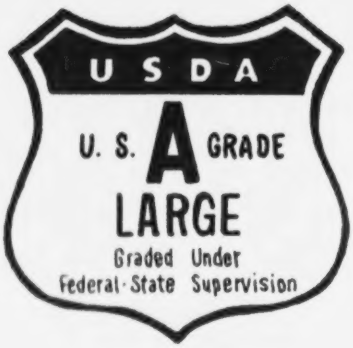
GRADE A EGGS. The yolk is round and upstanding. There is a large amount of thick white. It stands fairly well around the yolk. There is a small amount of thin white.



GRADE B EGGS. The yolk is flattened. The thick white is medium in amount and flattened. There is a medium amount of thin white.



U.S. Grade Label for Eggs



U.S. Weight Classes for Eggs

Jumbo-30 oz.

Extra Large-27 oz.

Large-24 oz.

Medium-21 oz.

Small-18 oz.

PeeWee-15 oz.

NOTE: Number of ounces indicates weight per dozen.

Teaching Aid 99

U.S. Standards for Quality of Individual Shell Eggs

Quality Factor	AA Quality	A Quality	B Quality
Shell	Clean; unbroken	Clean; unbroken	Clean to very slightly stained; unbroken
Air Cell	1/8" or less in depth; regular in shape	3/16" or less in depth; regular in shape	3/8" or less in depth; may be free or bubbly
White	Clear; firm	Clear; reasonably firm	Clear; may be slightly weak
Yolk	Outline slightly defined; almost free from defects	Outline fairly well defined; almost free from defects	Outline well defined; slightly enlarged and flat; may show definite but not serious defects

Egg Cookery

Cooking Eggs in the Shell—Cold Water

1. Place eggs in pan, cover with water one inch above eggs.
2. Place over high heat until the water boils.
3. Cover pan and remove from heat.
4. For soft-cooked, let eggs stand in hot water for 1-3 minutes. For hard-cooked, let eggs stand in hot water for 15 minutes.
5. Remove the eggs and cool immediately in cold water to prevent over cooking.

Cooking Eggs in the Shell—Hot Water

1. Put cold eggs in bowl of warm water to prevent cracking during cooking.
2. Bring water in a pan to boil.
3. Transfer eggs from warm water to boiling water (one inch over eggs).
4. For soft-cooked, cover pan and remove from heat. Let stand 6-8 minutes. For hard-cooked, reduce heat to simmer and cook 20 minutes.

Fried Eggs

1. Heat butter or fat in skillet or on griddle.
2. Crack eggs into dish.
3. Slip egg into skillet or onto griddle.
4. Cook slowly.
5. For "sunny-side up" cover egg with a lid to steam the top, or spoon fat over the top.
6. For "over-easy" turn eggs over and cook for several seconds.

Scrambled Eggs

1. Beat eggs with a fork in a small bowl.
2. For softer eggs, add one tablespoon of milk or water per egg.
3. Melt butter or fat in skillet.
4. Pour in eggs and cook slowly.
5. When eggs begin to set on the sides of the pan, push them to the center of the pan. Repeat several times, but do not stir.
6. Meat, cheese, and/or cooked vegetables can be added.
7. Eggs are ready to serve when thick but moist.

Plain Omelet

1-4. Same as for Scrambled Eggs.

5. When eggs thicken, cover pan. Steam cooks top of omelet.
6. Add meat, cheese, or vegetables if desired.

Baked Eggs

1. Preheat oven to 325°F.
2. Grease a baking dish.
3. Vegetables or meat may be put in bottom of dish, if desired.
4. Crack eggs and slip into dish.
5. Bake 15-20 minutes or until cooked.

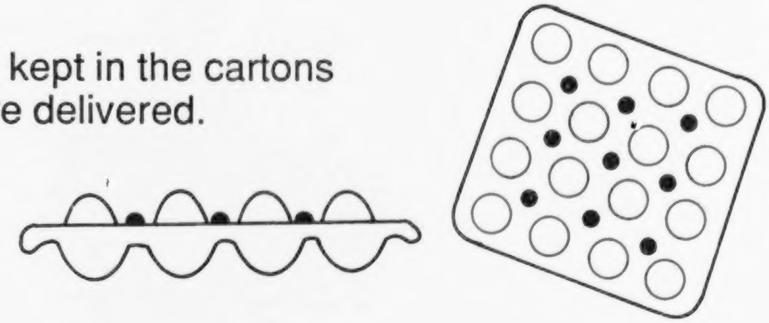
Poached Eggs

1. Fill pan or skillet with water to cover eggs.
2. Bring water to a boil, reduce heat to simmer.
3. Break eggs into dish. Slip into hot water.
4. Cook 3-5 minutes.
5. Remove eggs with a slotted spoon.
6. Drain and serve.

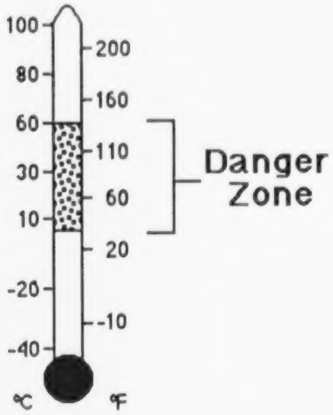
Teaching Aid 101

Storage of Eggs

Eggs should be kept in the cartons in which they are delivered.



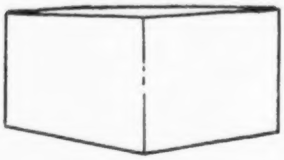
Eggs will retain their high quality for weeks at temperatures between 40 and 50°F. Their quality will decline rapidly at room temperature.


100
80
60
30
10
-20
-40
°C
200
160
110
60
20
-10
°F
Danger Zone

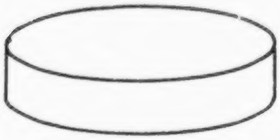
Refrigeration helps prevent the growth of salmonella.

Teaching Aid 102

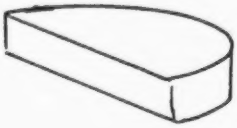
Forms of Cheese



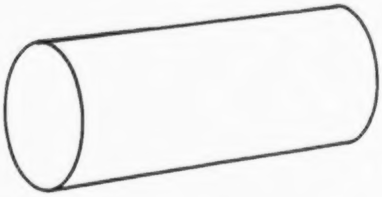
Blocks



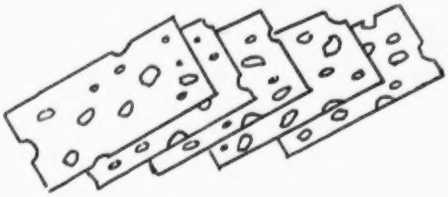
Moons



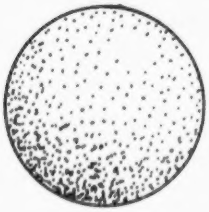
Halfmoons



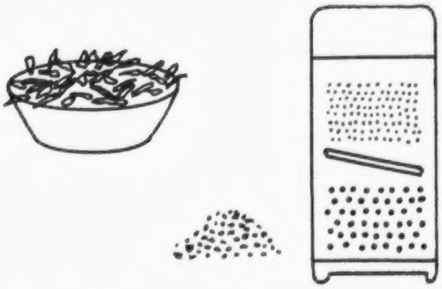
Rolls



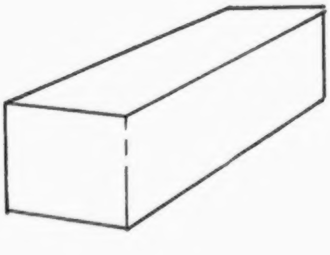
Sliced



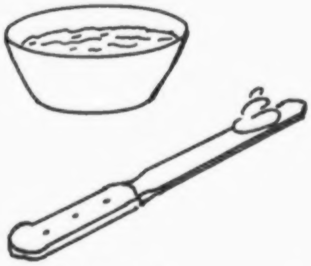
Balls



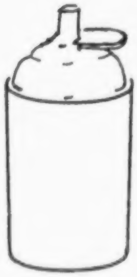
Shredded or Grated



Bricks or Loaves



Dips or Spreads

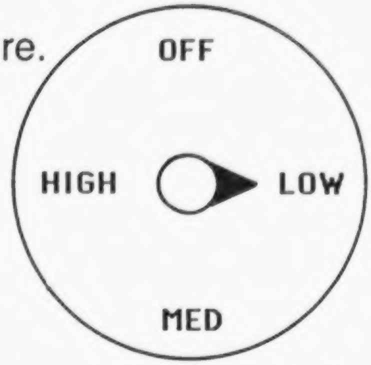


Pressure Cans

Teaching Aid 103

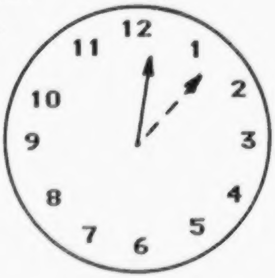
Rules for Cooking Cheese

1. Cook cheese at a low temperature.



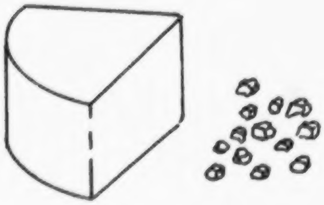
If high heat is used, the cheese will become rubbery.

2. Cook cheese for a short period of time.



If cooked too long, the cheese will get tough.

3. Cut cheese into small pieces so it melts fast and combines easily.

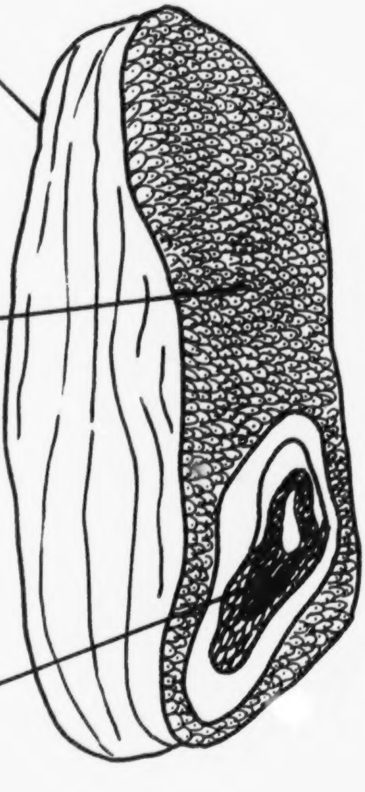


If the cheese is cut into large pieces, it will take too long to cook.

Components of Cereal Grains

Bran

Bran is the outside covering of the grain. It contains fiber and B vitamins. During processing, the bran is removed along with the nutrients it contains.



Endosperm

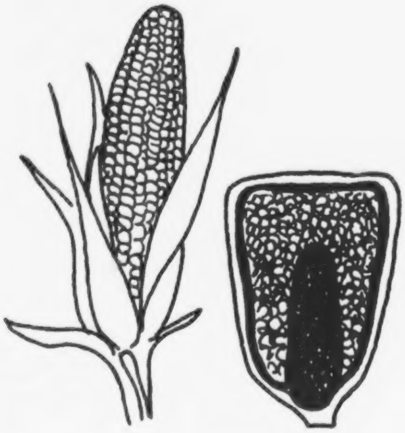
The endosperm is made up mostly of starch and proteins. It is used to make white flour.

Germ

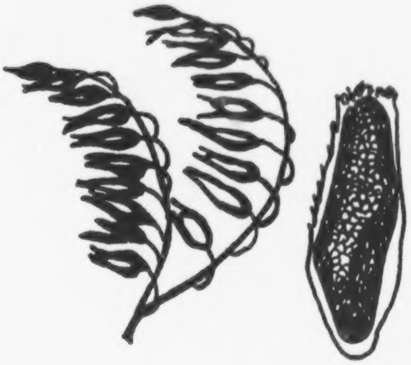
The germ is the sprouting section inside the kernel from which a new plant grows. It contains minerals, B vitamins, oil, and fat. Because of the oil and fat, products containing the germ will become rancid or spoil quickly. The germ is usually removed during processing.

Teaching Aid 105

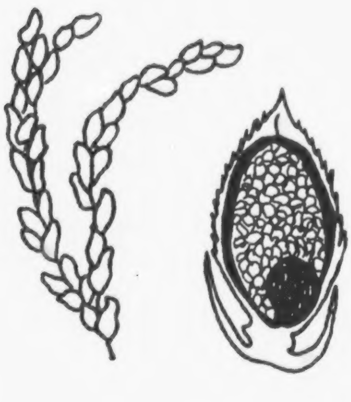
Grains for Breakfast Cereals



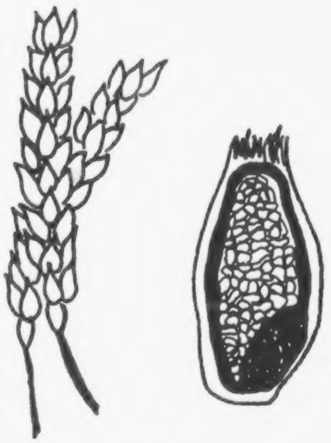
Corn



Oats



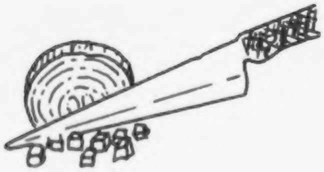
Rice



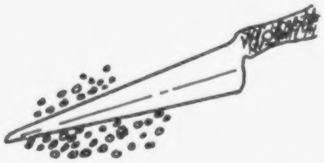
Wheat

Teaching Aid 106

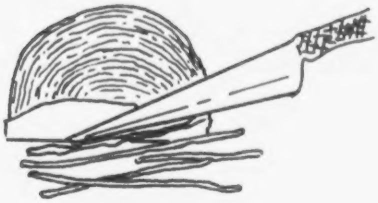
Preparing Vegetables in a Variety of Shapes



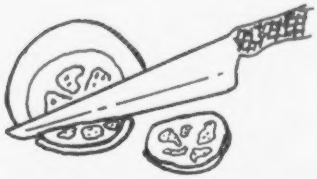
Dicing: Cutting into cubes



Mincing: Chopping very fine



Shredding: Cutting into thin strips



Slicing: Cutting across the face or at an angle

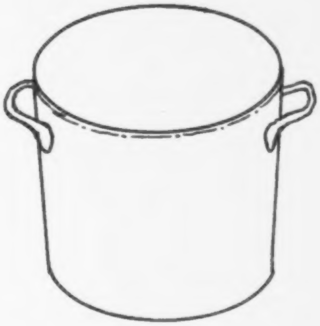
Teaching Aid 107

Rules for Preparing and Cooking Fresh and Frozen Vegetables and Fruits

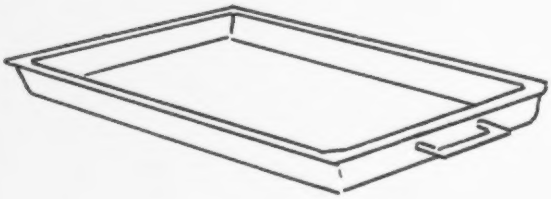
1. Clean fresh vegetables and fruits before cooking.
2. Cut vegetables and fruits into large pieces of the same size.
3. Use only enough water to cover vegetables and fruits.
4. Salt may be added to water.
5. Cook only the amount needed at one meal.
6. Cook until the vegetables or fruits are tender.
7. Save cooking liquid from vegetables and fruits to be used in sauces or soups.
8. Season vegetables and fruits just before they are served.

Teaching Aid 108

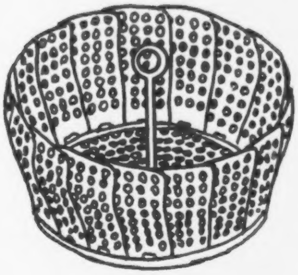
Cooking Methods for Vegetables and Fruits



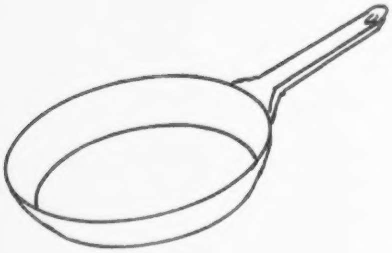
Boil: Use for all forms of vegetables and fruits.



Bake: Vegetables and fruits may be baked whole or in pieces.

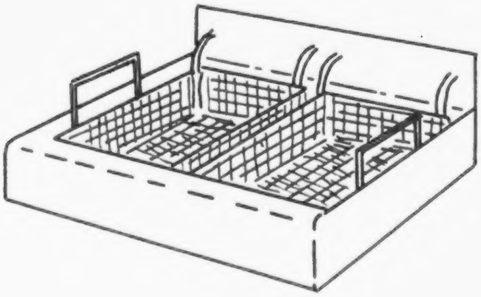


Steamed: Excellent for vegetables. Retains most vitamins and minerals.

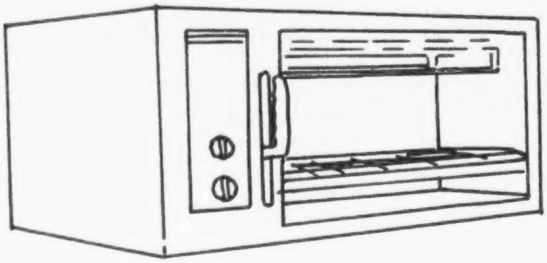


Saute: Cooking in a small amount of butter, margarine, or oil.

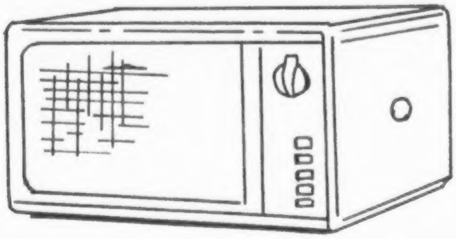
Teaching Aid 108



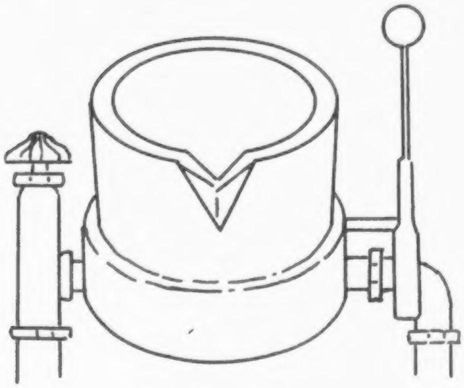
Deep-fat Fry: Fried in deep fat.



Broiled: Cooked at high temperature.



Microwave: Used for small quantities or for reheating.

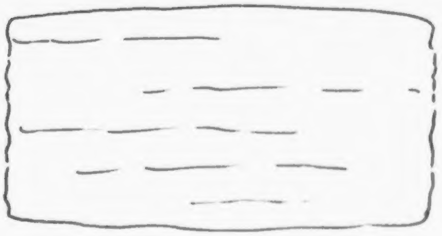


Pressure Steamer: Fast method of cooking large quantities.

Teaching Aid 109

Quality Characteristics of Quick Breads:

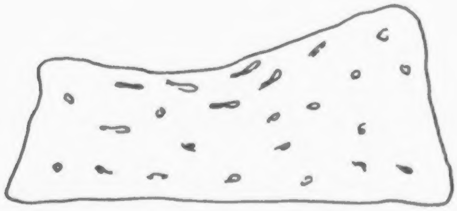
How Do You Rate Biscuits?



The Perfect Biscuit

Biscuits should. . .

- be uniform in size and shape with level tops and straight sides.
- have uniform golden brown tops and bottoms.
- have uniform lightly browned sides.
- be free from yellow or brown spots.
- have a tender crust.
- be moist and tender on the inside.
- have a light, flaky texture and peel off in thin sheets.
- have a well-blended, pleasing flavor.

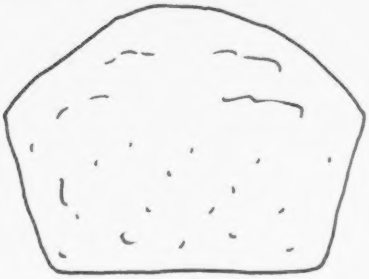


The Throwaway Biscuit

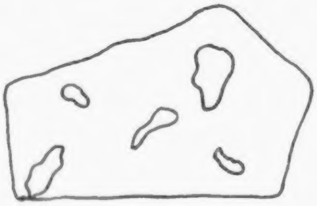
Teaching Aid 110

Quality Characteristics of Quick Breads:

How Do You Rate Muffins?



Properly Mixed Muffin



Overmixed Muffin

Muffins and Quick Breads Should. . .

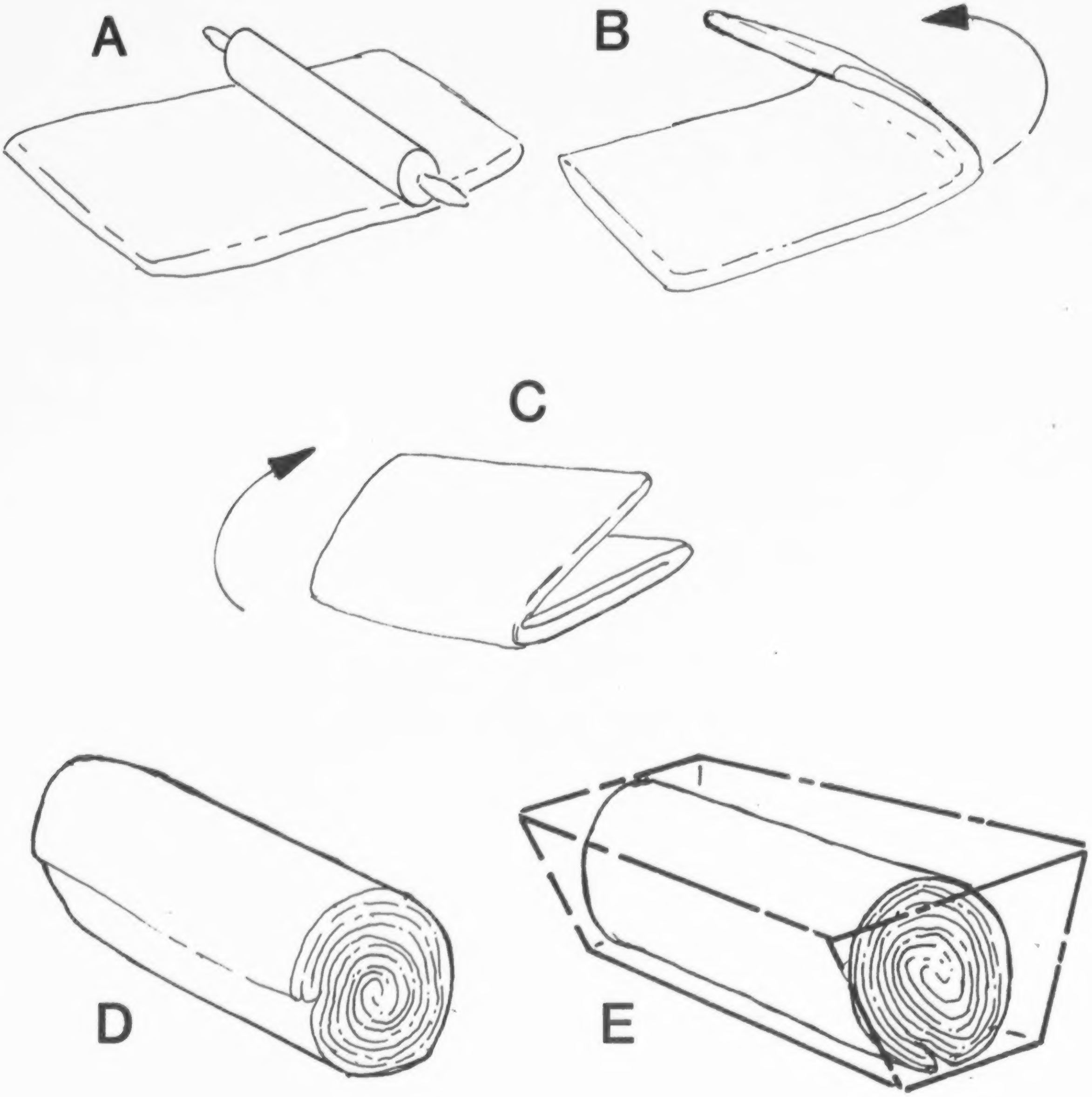
- have a uniform shape and a well-rounded top with no peaks.
- be uniform in size and fairly heavy for their size.
- have a golden-brown, tender crust that is slightly rough and shiny.
- be free from tunnels on the inside.
- have a tender, moist texture.
- have a pleasing, well-blended flavor.

To Test for Doneness. . .

- check the color. Crust should be golden brown.
- look where the top meets the sides of the pan. The product will have pulled away slightly from the sides of the pan.
- tap the top gently. It should be firm.

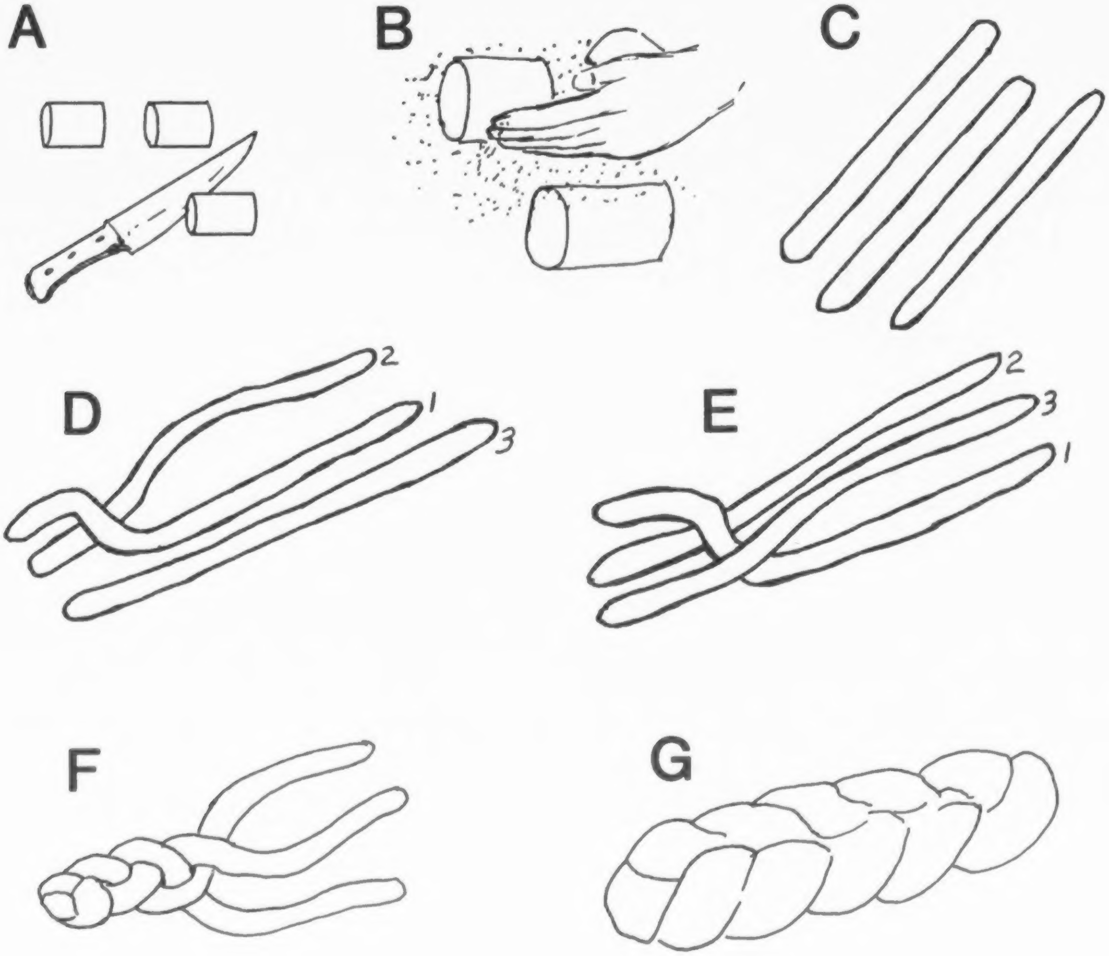
Teaching Aid 111

Plain Loaf Bread



A. Roll dough into a rectangle.
B. Fold one-third of rectangle over center.
C. Fold remaining one-third of rectangle over center.
D. Roll the dough from the short side. Pinch seam edges together.
E. Place in pan with seam on bottom.

Braided Loaf

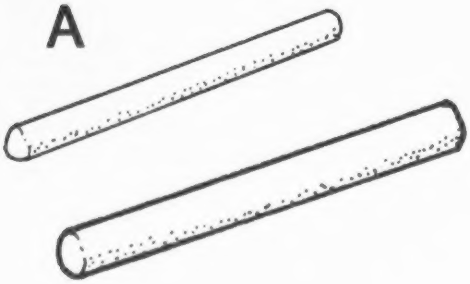


A. Cut dough into three equal pieces.
B. Sprinkle pieces with flour.
C. Roll each piece of dough into a long thin round strip.
D. Line up the three strips. Place strip 1 over 2.
E. Place strip 3 over 1. Place strip 2 over 3. Place strip 1 over 2.
   Continue alternating outside strips.
F. Seal the three strips together at each end of the braid.
G. Finished braid, with sealed ends.

Teaching Aid 113

Cloverleaf Rolls

A



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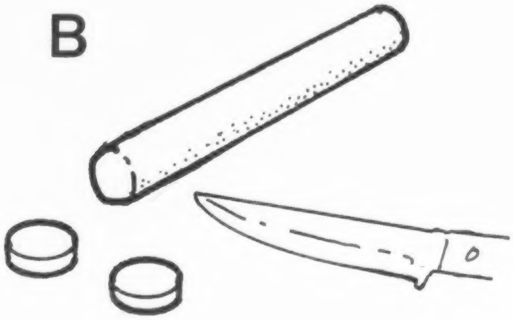

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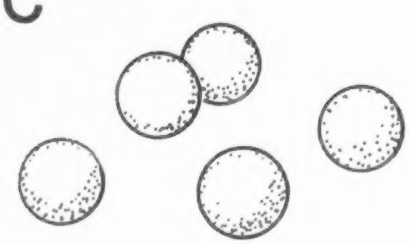

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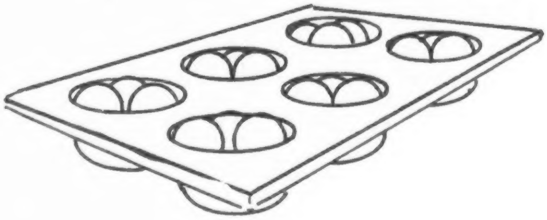
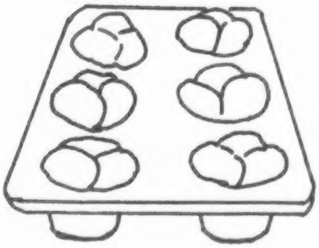
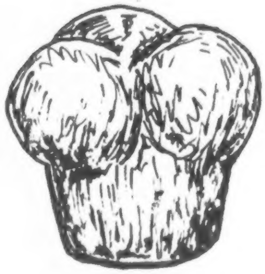


E



F

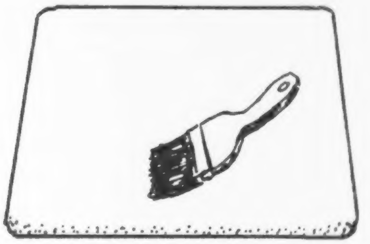


A. Shape dough in long rounded strips.
B. Cut the strips into small equal pieces.
C. Round each piece into a ball shape.
D. Place three pieces in each greased muffin cup.
E. Let rise, then bake.
F. Finished cloverleaf roll.

Teaching Aid 114

Butterflake Fans

A



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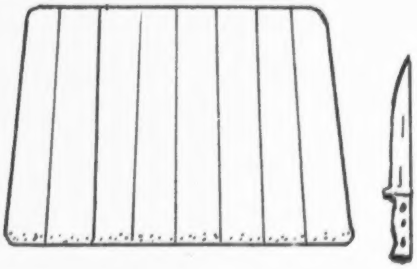

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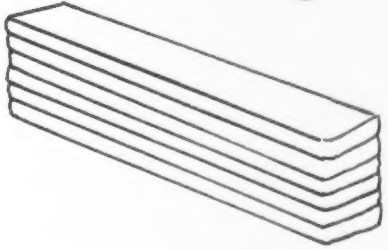

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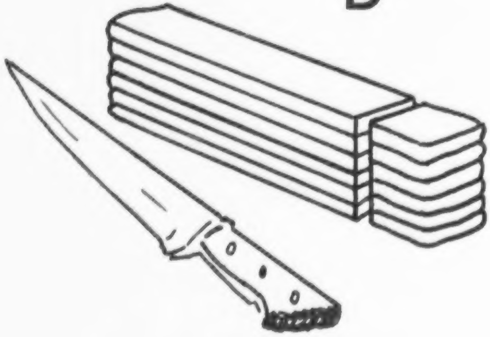

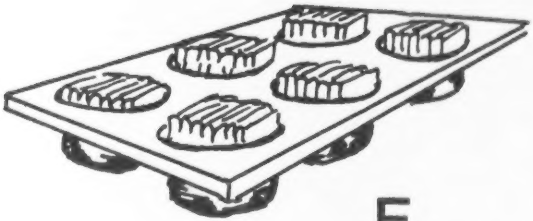

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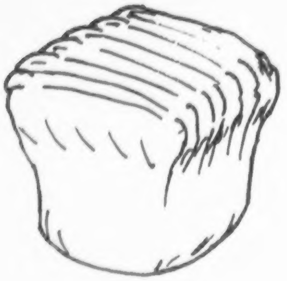
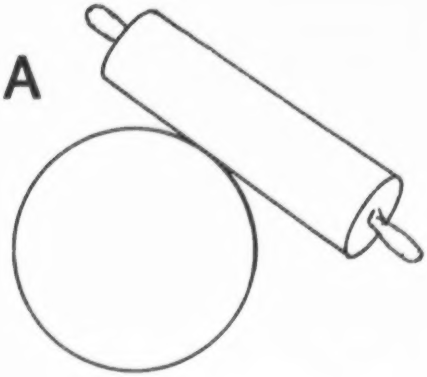


F

A. Roll dough into a square and spread with melted butter.
B. Slice into strips about 1 1/2 inches wide.
C. Build a stack of six strips.
D. Cut through the stack about every 1 1/2 inches to form rolls.
E. Place rolls in greased muffin pans, cut side up. Let rise. Bake.
F. Finished butterflake fan roll.

Crescent Rolls

A



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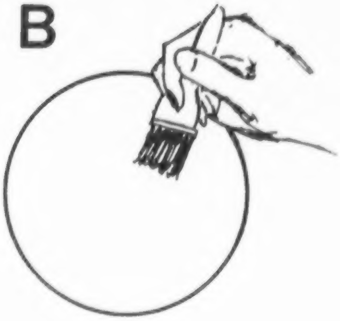

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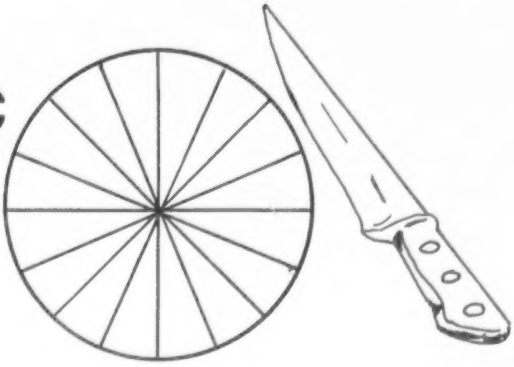

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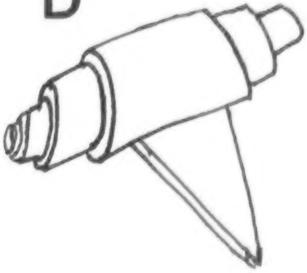

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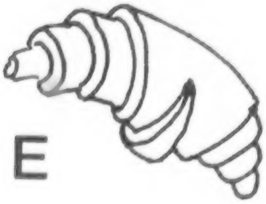
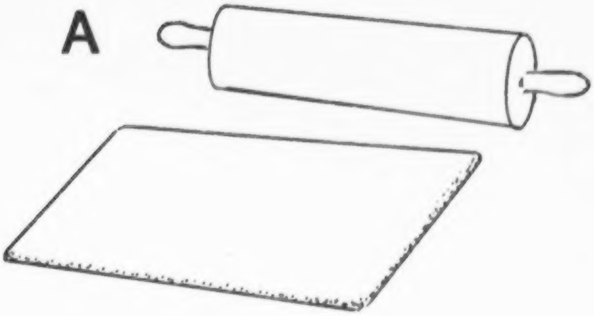


A. Roll dough into an even circle about 12 inches in diameter.
B. Brush the dough with melted butter or margarine.
C. Use a sharp knife and cut the circle into 16 equal pie-shaped wedges.
D. Roll each wedge tightly, beginning at the wide end. The point will be in the middle of the roll.
E. Place rolls on greased baking sheet with points underneath. Curve to form crescent shape. Let rise. Bake.
F. Finished crescent roll.

Teaching Aid 116

Cinnamon Rolls

A



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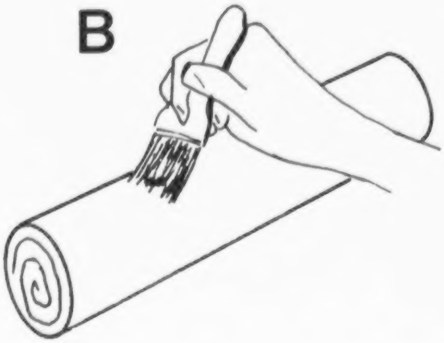

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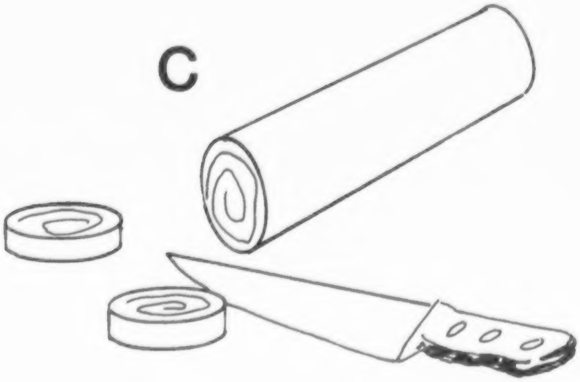
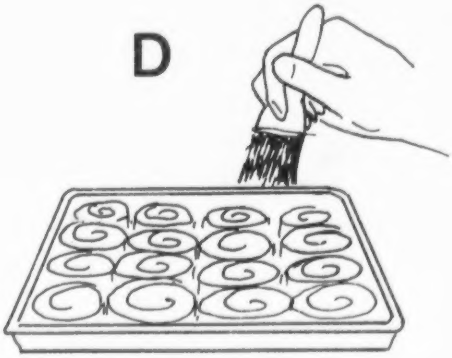


D



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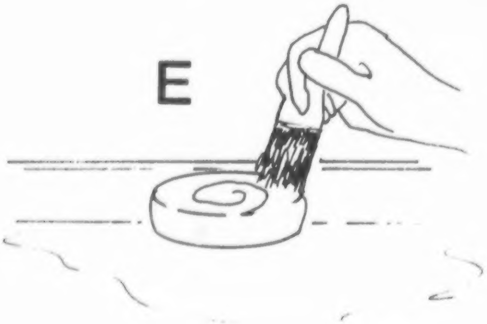
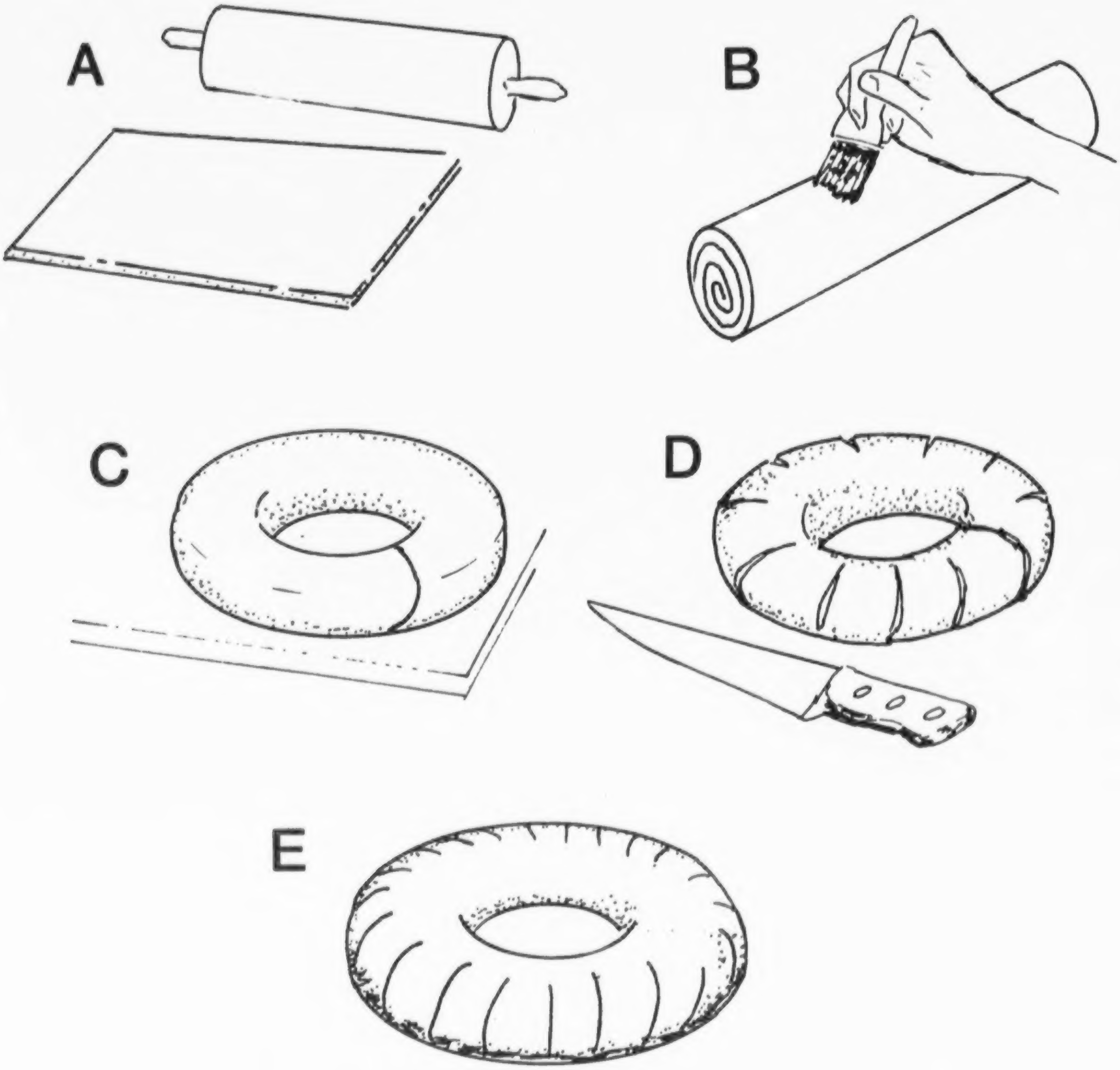


A. Roll dough into a square. Sprinkle with cinnamon and sugar.
B. Roll tightly. Pinch seam to seal. Wash with mixture of water and beaten egg.
C. Slice the rolled dough into slices about 1/2 inch thick.
D. Place in pan. Brush with melted butter or margarine and let rise.
E. Bake. Apply a powdered sugar glaze after baking, if desired.

Coffee Rings

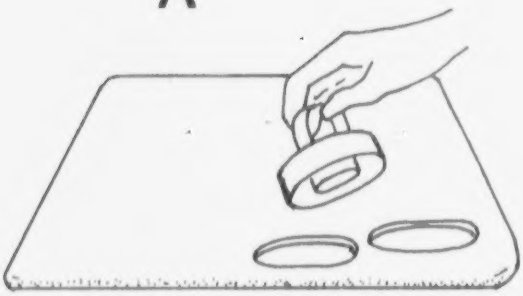


A. Roll dough into a rectangle. Sprinkle with cinnamon and sugar.
B. Roll from the long side into a tight roll. Wash with mix of water and egg.
C. Transfer roll of dough to the greased baking pan and form into a circle, connecting ends together.
D. Cut slashes at 1-1 1/2 inches apart and to within 1 inch of center. Each slashed strip may be twisted slightly on the outside edge, if desired.
E. Let rise. Apply a powdered sugar glaze, if desired, after baking.

Teaching Aid 118

Doughnuts

A



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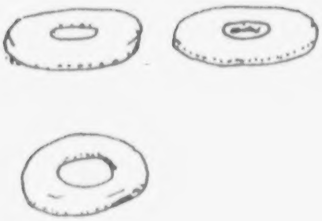

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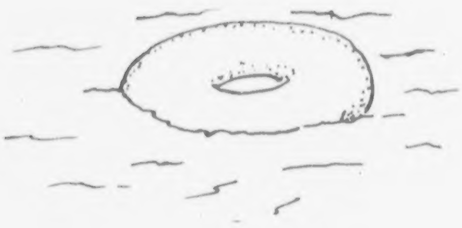

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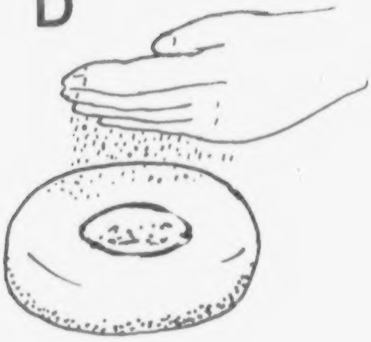
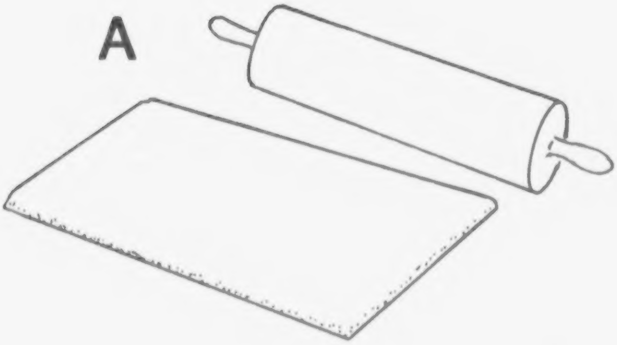


A. Roll dough into a rectangle or square. Use a doughnut cutter to cut doughnuts.
B. Proof doughnuts for 15-20 minutes.
C. Cook doughnuts a few at a time in hot, deep fat, turning once.
D. Sprinkle with sugar or apply a powdered sugar glaze, if desired.

Teaching Aid 119

Danish Pastry

A



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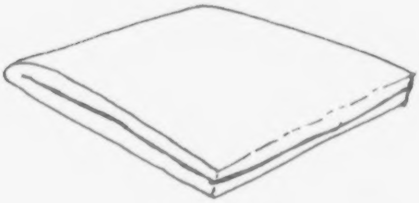

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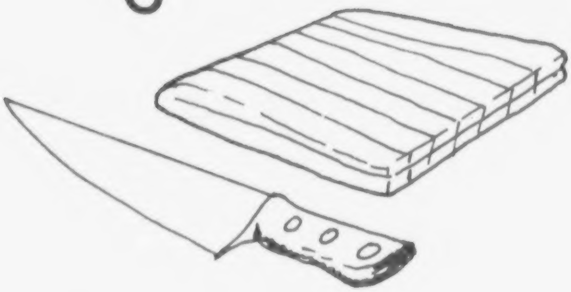

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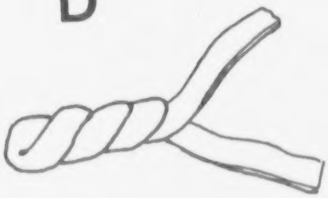

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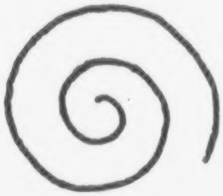

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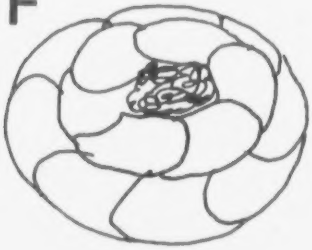

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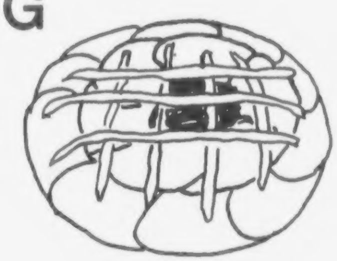


A. Roll dough into a rectangle. Sprinkle lightly with flour.
B. Fold in half.
C. Slice into strips about 1 inch wide.
D. Beginning at the fold in the strip, twist the two pieces around each other.
E. Arrange the twisted dough on greased baking sheet in the shape of a snail.
F. Place jelly or jam in the center of each roll. Proof and bake.
G. After baking, apply powdered sugar glaze in a crisscross design.

Teaching Aid 120

Comparison Record

	Recipe Foods	Convenience Foods
Appearance		
Taste/Texture		
Preparation Time		
Cooking Time		
Price Per Serving		

Teaching Aid 121

Tips for Dessert Storage and Service

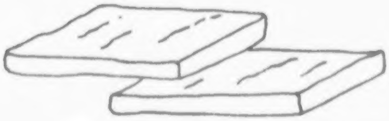
	Storage	Service
Fresh and Canned Fruits	Fresh: Air tight and cool place or whole fresh fruits at room temperature. Canned: Room temperature.	Hot or Cold
Gelatin	Covered in refrigerator to prevent absorption of odors and flavors. Air tight containers prevent drying.	Cold
Puddings and Custards	Cool in refrigerator. Seal air tight.	Cold
Ice Cream, Parfaits, and Mousses	Hard frozen at 0° F. or below. Serving temperature at 8°-15° F. Store tightly covered.	Cold (almost frozen)
Cookies	Soft: Layered in tightly covered containers. Crisp: Covered containers.	Hot, warm, or room temperature.

Teaching Aid 122

Cookie Characteristics

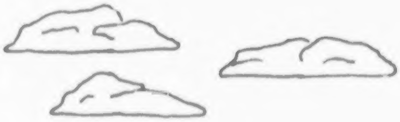
Bar cookies should

- be even in size and shape.
- have a thin crust.
- be moist in texture.



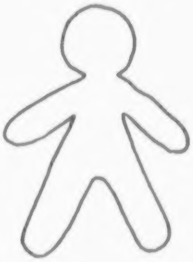
Drop cookies should

- be mounded in shape.
- be uniform in size.
- be lightly browned.



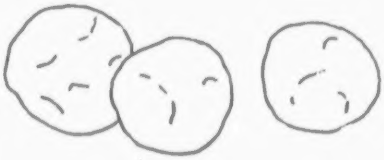
Rolled cookies should

- be the shape of the cutter.
- be lightly browned.
- have a texture characteristic for the type cookie.



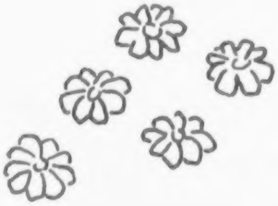
Refrigerator cookies should

- be thin and even in shape.
- have a crisp texture.
- be lightly browned.



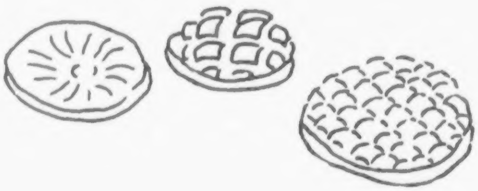
Pressed cookies should

- be shaped in a definite pattern.
- have light brown edges.
- have a crisp texture.



Molded cookies should

- be uniform in size.
- be well shaped.
- be lightly browned.
- have a crisp texture.

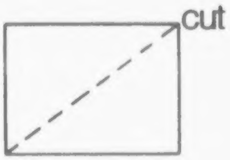


Teaching Aid 123

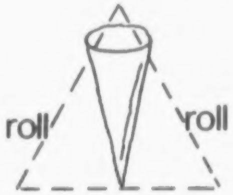
Parchment Decorating Bags

Cutting and Folding a Parchment Paper Bag:

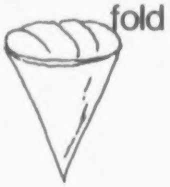
1. Cut a square of parchment paper in half diagonally to form a triangle.



2. Roll the triangle to form a cone.

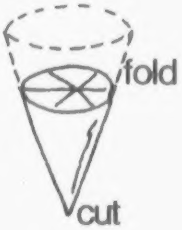


3. Fold edge of paper into the bag.

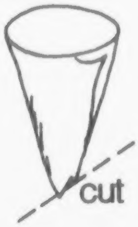


Cutting the Decorative Tip:

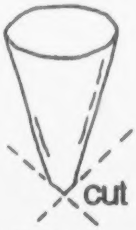
1. Writing Tip: Cut a small hole about 1/8" to 1/4" straight across at the bottom of bag with scissors.



2. Rosebud Tip: Cut one side of point only. Cut 1/2" from center point angled to the outside of the bag.

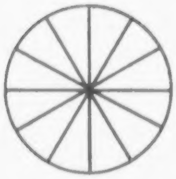


3. Leaf Tip: Cut both sides of the bag's point equally. Cut 1/4" from the center point to each outside edge.

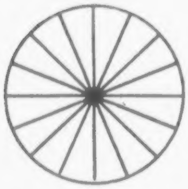


Teaching Aid 124

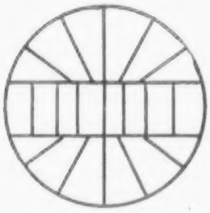
Cutting Cakes



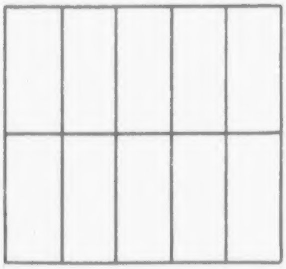
8" Round Layer Cake
(12 servings)



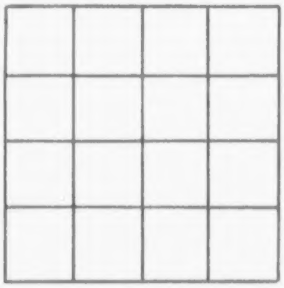
9" Round Layer Cake
(16 servings)



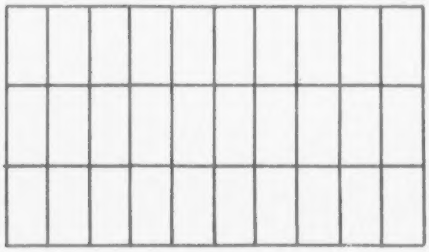
10" Round Layer Cake
(20 servings)



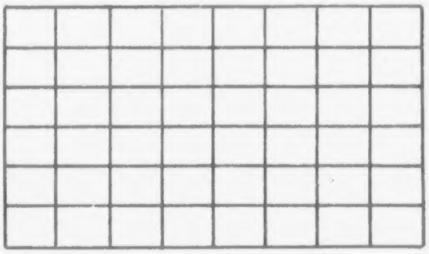
8" X 8" Square Cake
(10 servings)



9" X 9" Square Cake
(16 servings)



9" X 13" Rectangle Cake
(30 servings)



18" X 25" Rectangle Cake
(48 servings)

Commercial Pie Crusts

Type Crust	Flour	Shortening	Water	Salt
70% Formula*				
Long Flaky	10 lb.	7 lb.	3 1/2 lb.	5 1/2 oz.
Medium Flaky	10 lb.	7 lb.	3 lb.	5 1/2 oz.
Mealy	10 lb.	7 lb.	2 3/4 lb.	5 1/2 oz.
60% Formula*				
Mealy	10 lb.	6 lb.	4 lb.	5 1/4 oz.
50% Formula*				
Very Mealy	10 lb.	5 lb.	4 lb.	5 1/4 oz.

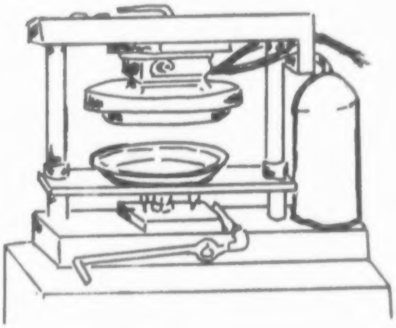
* These percentage formulas indicate the percentage of shortening to flour in each case.

Please note that different types of flour require different amounts of shortening to produce the same or similar results.

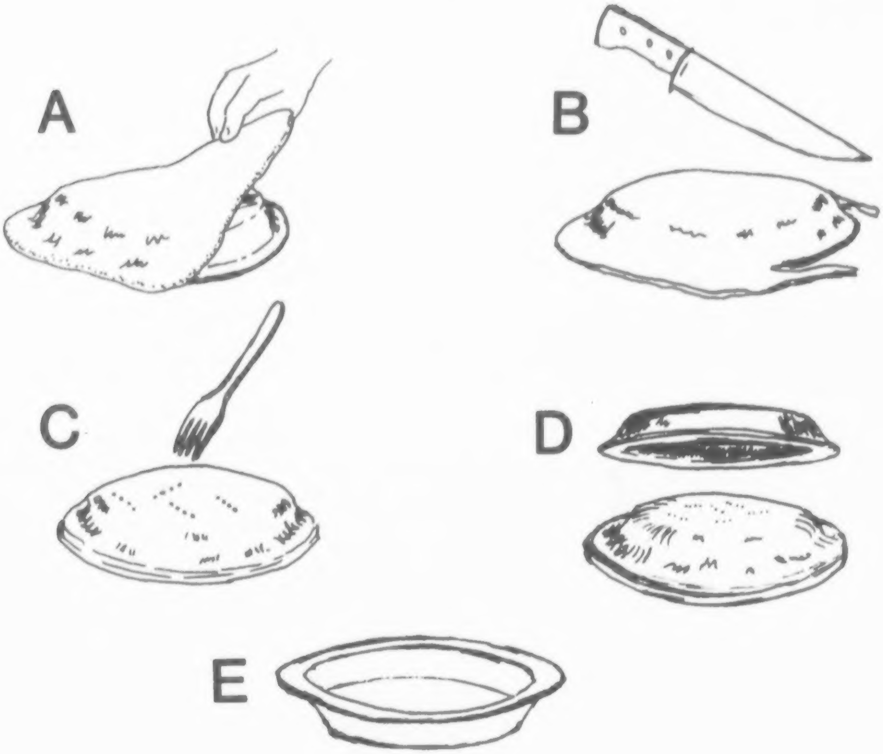
Quantity Pie Production

PIE PRESSER OPERATION:

1. Place scaled dough ball in center of pie pan.
2. Place pie pan on the platform.
3. Check to see if mold is same size as pie pan.
4. Raise platform, pressing dough against the mold. Dough will not stick because mold is slightly warm.
5. Lower platform and remove pie pan.
6. Check to be sure there are no air pockets under the crust.



PIE PRESSER



DOUBLE-PANNING: (A) Place rolled dough over back of pie pan, (B) Trim edges, (C) Dock dough with a fork, (D) Cover crust with another pie pan, (E) Bake in oven.

Self-Evaluation Check List for Food Service and Employees

The check list below will aid you in determining what kind of employee you are. It will be useful for self-evaluation only if you answer the questions honestly. Complete the check list, then use it as a basis for self-improvement.

DIRECTIONS: Read each question carefully. Place a check in the column which describes your behavior as a food service employee.

CHARACTERISTICS	Most of the time	Sometimes	Seldom
Appearance:			
1. Do you start the day with a smile?			
2. Do you check your appearance before going to work?			
3. Do you check your clothing for rips, missing buttons, or sagging hems?			
4. Is your skirt/pant length appropriate?			
5. Does your clothing fit without being too tight or too loose?			
6. Is your hair clean and neatly arranged?			
7. Do you wear a hair net or cap, if required?			
8. Females, is makeup used in moderation?			
9. Males, is your face clean shaven? If you wear a mustache, is it neat?			
10. Do you refrain from wearing jewelry, except for a watch and wedding rings?			
11. Are your teeth clean and your breath fresh?			
12. Are your hands clean and nails groomed?			
13. Do you use an effective deodorant?			
14. Do you refrain from using excessive cologne or perfume?			
15. Are your shoes clean, in good repair, and comfortable?			

Teaching Aid 127

CHARACTERISTICS	Most of the time	Sometimes	Seldom
Health:			
1. Are you in good physical health?			
2. Do you eat a balanced diet and get plenty of rest?			
3. Do you get adequate exercise?			
4. Do you avoid smoking?			
5. Do you avoid excessive use of alcohol and drugs?			
Communication:			
1. Do you speak in a pleasant manner and moderate tone?			
2. Do you have a reasonable command of the English language?			
3. Do you use good telephone manners?			
4. Do you take accurate messages?			
5. Do you listen carefully?			
Cooperation:			
1. Do you observe and obey rules and policies?			
2. Are you willing to do whatever job is assigned?			
3. Are you willing to do jobs or routine tasks not originally assigned to you?			
4. Can you make adjustments to changes and unexpected situations?			
5. Do you cooperate with your co-workers? Your supervisor?			
6. Have you gained the friendship and respect of those with whom you work?			
7. Do you respect the authority of those for whom you work?			
8. Are you willing to work with someone in spite of personality conflict?			
Courtesy:			
1. Are you pleasant while working?			
2. Are you courteous, polite, and patient with fellow employees and your supervisor?			

CHARACTERISTICS	Most of the time	Sometimes	Seldom
3. Are you courteous, polite, and patient to customers, students, or patients?			
4. Do you respect the desires, interests, and opinions of others?			
Dependability:			
1. Do you get to work on time?			
2. Do you miss work only when you are ill?			
3. Can you work without constant supervision?			
4. Do you stay at your assigned work station?			
5. Do you pay attention to instructions and carry them out accurately?			
6. Can your supervisor depend on you for high quality work?			
7. Are you able to work under pressure without becoming nervous, irritable, or inefficient?			
8. Can your employer depend on your loyalty and honesty?			
Self-Control:			
1. Are you loyal to your employer and place of employment?			
2. Can you accept criticism and remain friendly?			
3. Do you control your temper?			
4. Do you avoid talking back to your supervisor?			
Work Habits:			
1. Does your work meet the standards of the food service operation where you work?			
2. Do you work in a neat and orderly manner?			
3. Can you work without becoming bored or distracted?			

CHARACTERISTICS	Most of the time	Some-times	Seldom
4. Are you careful, not wasteful, in the use of food, supplies, and materials?			
5. Do you handle and use equipment carefully?			
6. Do you willingly accept and practice new or more efficient techniques?			
7. Are you prompt and efficient?			
8. Do you avoid wasting time?			
Initiative:			
1. Do you feel responsible for completing tasks assigned to you?			
2. Do you ask questions when you are not sure what is expected of you?			
3. Are you able to see what needs to be done without being told?			
4. Do you show leadership when you are in charge without being "bossy"?			
5. Do you use criticism as a basis for self-improvement?			

Teaching Aid 128

Problem Situation Skits

Elderly Person

Mr. Jones (who is elderly) has been seated near the kitchen and complains to the waiter of noise and a draft. Mr. Jones is on a restricted diet and cannot eat both eggs offered on the breakfast menu. He complains of having to pay for an egg he can't eat.

1. Where should an elderly person have been seated? (Answer: Away from noise and drafts, but not in an isolated part of the dining room.)

2. What might be done to make up for the portion of the meal an elderly person or person on a restricted diet cannot have? (Answer: Offer larger portions of other items, if approved by management.)

Blind Guest

Mr. Wiggins (who is blind) arrives at your restaurant alone for dinner. You are the waiter. Offer Mr. Wiggins your arm and take him to his table being sure the path is wide enough for two. Pull out his chair as you would for any other guest. Quietly remove the tall flower vase and any other clutter from the table or from reach. Offer Mr. Wiggins a menu. He may be able to see it. If not, quietly read it aloud without making any suggestions. Write down Mr. Wiggins' special request that the meat be cut for him.

1. Why should blind guests not be treated like infants? (Answer: They have gotten to your restaurant without undue assistance, and should be treated with the dignity given as any other guest.)

2. Why should you talk in a normal voice to a blind person? (Answer: Blind people often have a keen sense of hearing.)

Ill or Injured Guest

Ms. Stokes, a regular customer, missed a step as she was leaving the dining room. She turned her ankle and knocked herself unconcious on a chair as she fell. You are the waitress closes to Judy when she falls. Ask another waitress to get the supervisor. Stay with Judy. Do not attempt to move her. As she comes to, assure her that help will arrive shortly. Ask someone to find something warm to cover Judy if she is cold.

1. Why should the waitress stay with a person who is ill or has an accident? (Answer: The person might need something or be further injured if left alone.)

2. Why should the waitress never try to move a person who is injured? (Answer: She might cause further injury.)

Noisy Customers

It is late one evening. A large party has come for dinner. They talk loudly, laugh and seem to be disrupting the whole dining room. Guests at nearby tables seem annoyed. Call the situation to the attention of the headwaiter or manager.

1. Why should the waiter or waitress not try to quiet noisy customers? (Answer: Customers called down by a waiter seldom accept comment gracefully. Someone in a position of authority will have more success.)

Early Customers

Two businessmen arrive before the dining room is open for the evening. Ask them if they would care to wait in the lounge until the kitchen is ready. They indicate this is not acceptable, so seat them in the dining room and offer a newspaper while they wait. The men know they are early and politely wait until the staff is ready to serve them.

1. Why are early guests unlikely to present a real problem? (Answer: They know they are early and are usually willing to wait.)

Late Customers

A couple on their way home from a party have decided to stop by the restaurant where you are hostess. Explain that the kitchen is closed and ask if they are willing to make do with a selection of cold hors d'oeurves.

1. Why may late customers present a problem? (Answer: It may mean no dinner for them at all.)

2. Why is it important to explain that the kitchen is closed or that the selection is limited before seating late guests? (Answer: The establishment is not on the defensive if guests know the selection is limited before they are seated. they may agree to make do with what is available or may choose to leave.)

The Angry Customer

A woman dining alone calls the waiter to her table after the food has been served. She ordered her steak medium rare and it was served well-done. She is understandably displeased. The dining room has been extremely busy and you think you may have given her the wrong order. Express regret that the steak is overcooked and offer to return it to the kitchen to be cooked again. The woman agrees.

When you return the steak, the woman finds it overdone again and again calls you to her table. This time she is really mad. She will not agree to allow you to return the steak again. Call the headwaiter to talk to the woman.

1. Why should the waiter or waitress be prompt in attending to complaints? (Answer: Often the situation can be corrected with no hard feelings if attended to promptly.)

2. Why should the waiter or waitress never "reason" with an angry customer? (Answer: Their job is to serve the customer. If he cannot please the customer, whether the customer is right or wrong, they should call the headwaiter.)

Children

The Sharps and their small son, Stephen, are having dinner in the restaurant where you are waitress. Discreetly move the ash tray out of little Stephen's reach. Take the order from Stephen's father. When Stephen says he wants a hamburger, look to his father for approval.

1. Why should the child's order be taken from the parent? (Answer: The parent is the host.)

2. If you cannot descreetly move items which might be knocked over, what should you do? (Answer: Leave them. It is easier to replace an ash try than a customer.)

3. If the restaurant does not have children's portions, what should the waiter or waitress do? (Answer: He or she should not suggest them, but if they are requested, check with the supervisor.)

4. If a child annoys other guests, who should ask the parents to control the child? (Answer: The headwaiter.)

Teaching Aid 129

The Happy Customer

Directions: The following situations can be used several ways. Choose the one you feel is most appropriate for your students.

1. Provide a copy of the situations for each student. Go over the situations one at a time with students.
2. Read only the description of each situation and let students provide the answers. Use the suggested solutions to form questions to help students think through the problem if they need help.
3. Read description of each situation and the choice presented. Let students choose the best answer. For some students you may want to reduce the number of choices to 2 or 3.
4. Tape record the siutations and choices. Give the direction to turn off the recorder and decide on a solution at the end of each situation then to turn the recorder back on. Give the correct solution and information about why other solutions are wrong. Give the next situation. Repeat for all ten situations or only a few for students with short attention spans.

1. Two men are having lunch at the restaurant where you work. Halfway through the meal, one of the men waves at you. You should
   (a) smile and wave back.
   (b) think he just saw someone he knew.
   (c) go ask him if he needs anything else.
   (d) ignore him since you don't know him well enough to wave back.

2. A woman has just started eating her dinner at the restaurant where you work. Her iced tea glass is full and she seems to be enjoying her meal. You should
   (a) sit down and have a glass of tea with her since she is alone.
   (b) do nothing for her right now since she doesn't seem to need anything.
   (c) ask if she is going to want dessert after her meal.
   (d) thoroughly clean the window right next to her table.

3. It is a busy night at the restaurant where you work. A man and woman come into eat and sit at a corner booth that you normally don't pass very often. You should
    (a) let them get your attention anyway they can sense you are too busy to pass their booth very often.
    (b) ask them every two minutes if they need anything else.
    (c) ignore them totally since you are really too busy to service an out-of-the-way corner booth.
    (d) check with them several times and pass their booth often enough to see if it looks like they need anything.

4. Two of your friends come into eat at the restaurant where you work. You should
    (a) sit down and talk to them for as long as it takes for them to eat.
    (b) make sure they have everything they need just like all your other customers.
    (c) let them get whatever they need from the kitchen since they are your friends.
    (d) make sure they receive extra free portions of foods and free desserts.

5. One of your customers seems to need something every time you turn around. First it was catsup, then it was steak sauce. After a few minutes he needed more tea and another lemon wedge. Should you
    (a) get whatever he asks for quickly and cheerfully.
    (b) tell him you will get him anything he wants if he will only tell you everything at once.
    (c) ignore him if he tries to get your attention again.
    (d) refuse to get him anything else because you are tired.

6. Your customers have finished their meal. They might want a dessert. You should
    (a) take them the check because they had a large meal and probably do not need dessert.
    (b) say "You must have a piece of our apple pie."
    (c) ask if they would like to have a dessert.
    (d) go ahead and take them a dessert, you think they will like.

7. Your customers have finished with their meal. You should
   (a) wait until they ask for the check.
   (b) take them the check but say nothing.
   (c) give the check to the cashier to give to your customers because you want to go home.
   (d) If they don't need anything else give them the check and say, "Thank you."

8. Three women are having lunch at the restaurant where you work. One woman has drank all of her water, but the other two still have almost full glasses. You should
   (a) ask if you may refill the empty glass and as long as you are there ask the other women if they would like more water, too.
   (b) ignore the empty glass and let the woman call you if she needs more water.
   (c) wait until all of the glasses are empty so you can make one trip.
   (d) wait until at least two of the glasses are empty so you can save your time and energy.

9. Two people come into the restaurant. The host seats them and gives each one a menu. You should
   (a) rush over as quickly as possible to take their orders.
   (b) give the customers a chance to read the menu.
   (c) not go to the table until the customers call you.
   (d) wait for the host to take their orders.

10. At the end of the meal, two women light up cigarettes. You notice there is no ashtray at their table. You should
    (a) let them drop the ashes on their plates, in their cups, or on the floor.
    (b) wait until they ask for an ashtray because you are busy.
    (c) let the customers worry about the ashes since you don't like people to smoke anyway.
    (d) take an ashtray to the customers and apologize because there was not one on the table already.

Teaching Aid 129-2

The Happy Customer (Answer Sheet)

1. The correct answer is (c). Usually waving and similar hand movements are signs that the customer needs something else. It is possible that he might have seen someone he knew; but, just to be safe, go and ask him if he needs anything else.

2. The correct answer is (b). She has just started her meal and seems to have everything she needs. It is too early to ask her if she will have a dessert since she just started her meal. You are paid to work as a waiter or waitress, so you should *never* sit down to visit with customers. Heavy cleaning duties such as cleaning windows should be done during the hours that customers are not in the restaurant. Cleaning the window right next to the customer would put you in the customer's way and the smell of cleaning products would not be appetizing for the customer.

3. The correct answer is (d). You should never ignore your customers or make them have to get your attention every time they need something. However, asking them if they need something every two minutes is too often and might make them feel uncomfortable.

4. The correct answer is (b). You should treat your friends just like any other customer. You are paid to be a waiter or a waitress, so you should not sit down to visit. No one, not even your friends, should have to go to the kitchen to get what they need. You should *never* give anyone any free food.

5. The correct answer is (a). You should get whatever your customers need quickly and cheerfully. You should never threaten, ignore, or refuse the customer.

6. The correct answer is (c). You should always ask your customers if they would like to have a dessert. You should not just take them a dessert you think they would like. Saying, "You must have a piece of apple pie," seems pushy.

7. The correct answer is (d). You should ask them if they will need anything else and if they don't need anything else give them the check and thank them. The customer should not have to ask for the check. You should always give them the check yourself and thank them.

8. The correct answer is (a). You should refill the empty glass if the customer wants you to and ask the others if they would like refills, too.

9. The correct answer is (b). You should give the customers a chance to read the menu while you get their water. You should not rush right over because that would not give your customers enough time to read the menu and make their decisions. You should, however, be aware and go to the table before the customer has to call you. You should be the one to take the order, so you would not wait for the host to take the order.

10. The correct answer is (d). You should take an ashtray to the customers and apologize because there was not one on the table already. You should not make it necessary for them to drop their ashes on the floor or on their plates by not providing an ashtray. Your dislike for smoking should not cause you to make your customers unhappy.

Teaching Aid 130

Sample Guest Check

Date	Waiter/Waitress	Station	No. in Party	10406A

Sub Total		
Tax		
Total		

392

Sidework and Bussing Duties

1. Clear and clean tabletops.
2. Carry dirty dishes to kitchen.
3. Dust chairs after each guest leaves.
4. Clean ashtrays; fold napkins.
5. Place chairs and table in orderly manner.
6. Change table linens; set table with clean items.
7. Clean and fill condiment containers.
8. Clean up spills and breakage to prevent accidents.
9. Stock service station.
10. Sort, count, and store utensils at proper storage place.
11. Serve water, coffee or tea, and rolls and butter.
12. Make coffee.
13. Fill water pitcher.
14. Stock roll and ice bins.
15. Clean serving trays and cart.
16. Clean floors.

Supplies for Managing Service Stands

1. Supplies for cleaning and setting tables
   a. dishes
   b. flatware
   c. ashtrays
   d. flower vases
   e. linens
   f. cleaning cloths
   g. towels

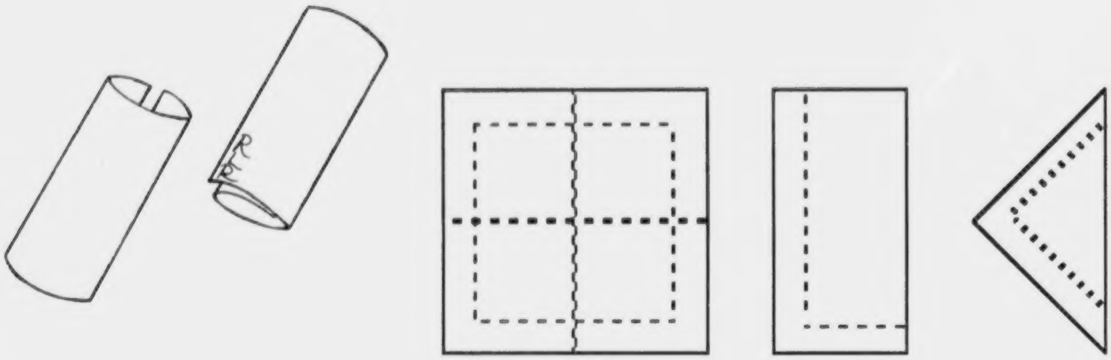
2. Items for serving food
   a. bread baskets
   b. tongs
   c. serving utensils
   d. containers

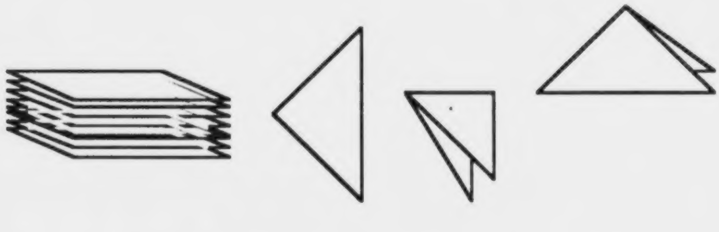
3. Single-service items
   a. paper placemats
   b. paper napkins
   c. doilies
   d. coasters
   e. straws
   f. matches
   g. toothpicks
   h. plastic eating utensils

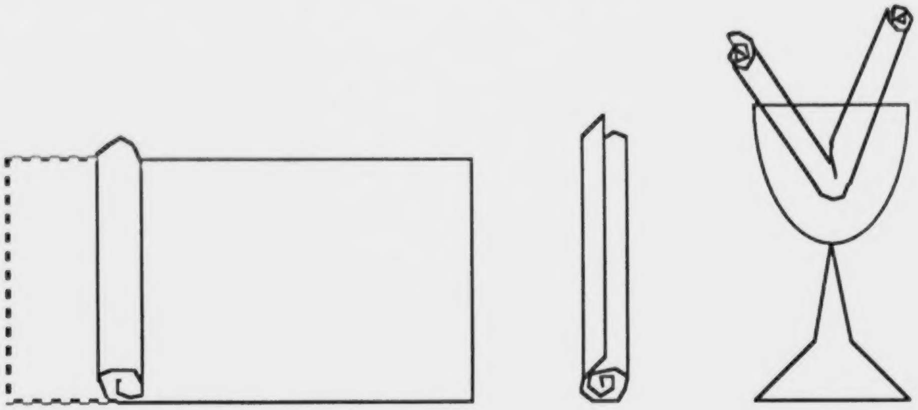
Basic Rules for Table Service

1. Serve all food from left, unless inconvenient for guest.
2. Serve all beverages from right. Fill water glasses 2/3 to 3/4 full.
3. Clear from right unless instructed to clear from left.
4. Do not stack plates or scrape plates in front of guest.
5. Never leave a guest's place bare--one course should follow another.
6. When replacing one course with another, remove from right with right hand, serve from left with left hand.
7. Serve hot foods first, then cold foods.
8. Serve everyone in the party the same course at the same time.
9. Crumbs, bread, and side dishes should always be removed before dessert is brought.
10. Fill water and beverage dishes, replace cutlery, clear away side dishes, bring bread, empty ashtrays--before being asked.

Simple Napkin Folds

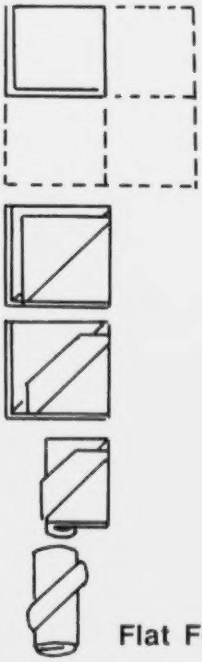


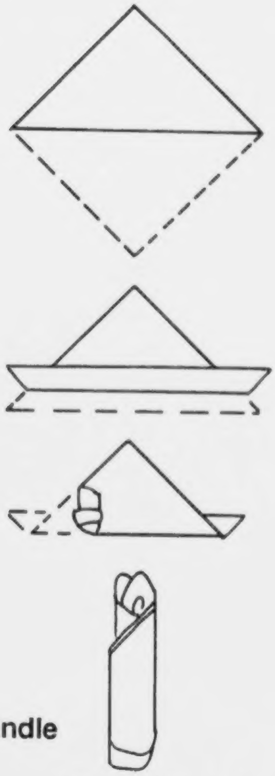


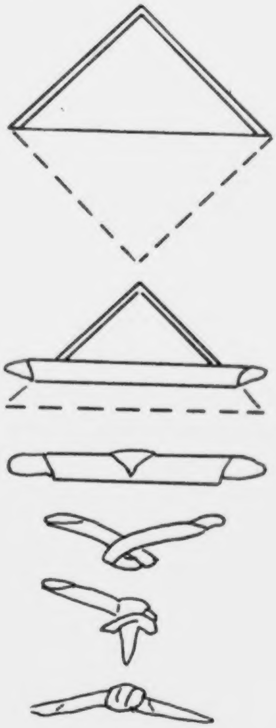


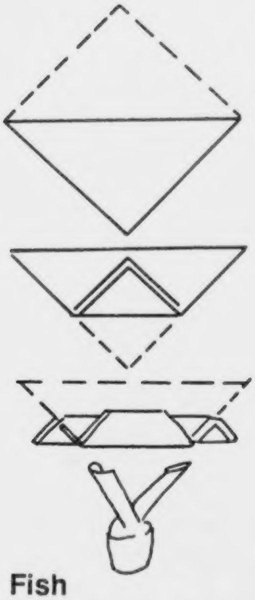
Teaching Aid 134-2

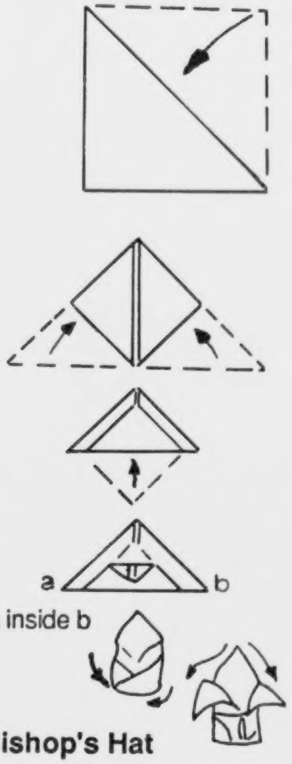
Elaborate Napkin Folds


Flat Fold


Candle

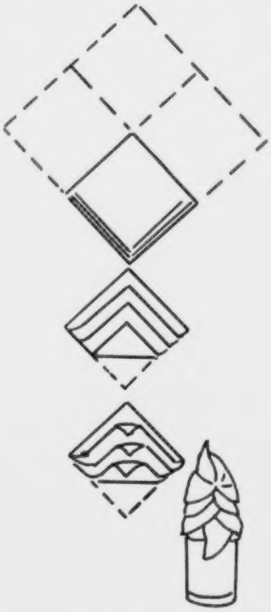

Diagonal Roll


Fish



tuck a inside b

Bishop's Hat


Four Flaps

Steps for Removing Dishes from Occupied Tables

1. When ready to clear a course (all guests have finished) stand at the right of the first diner.

2. Extend the right hand to the diner's right and grip the plate. Leave the flatware on it. Place the index and middle fingers under the plate and the thumb tightly clasped on the top edge of the plate. Withdraw the plate, around the guest.

3. Transfer the plate to the left hand, using the same grip.

4. Place forks next to each other on the plate, tines outward.

5. Place the knife under the bridge (curved part) of the fork, with the sharp edge turned outward.

6. Still holding the first plate, remove the second plate from the second diner in the same manner.

7. Place the second plate on the lower left forearm. Support the plate at three points: lower forearm (not wrist), the thick part of the thumb of the left hand, and the upturned little and ring fingers of the left hand.

8. Remove the knife and fork from the second plate to the first. Place them next to the original flatware.

9. Stack the first plate on top of the second plate and hold in left hand. Continue around the table, but place plates on a tray or cart when they begin to get too heavy.

Clearing Dishes from a Vacant Table

1. Use trays or carts to save steps and decrease amount of time spent on the task.
2. Pick up glassware by the base, utensils by the handle, and plate by the rim.
3. Put heavy dishes on tray first and toward the center.
4. Separate flatware and pile it on one side of tray with all handles turned in one direction.
5. Place cups, bowls, cream pitchers, and teapots on top of plates, nestled securely.
6. Place water glasses in one section. Cocktail glasses are placed on a separate tray.
7. Do not overload tray and be sure weight is evenly distributed.

Teaching Aid 136

Packing Lists

Sheet No. 1

Date ______________________

Time Leave ______________________

Service for: ______________________

Truck No. ______________________

Date of Function ______________________

Driver ______________________

Item	Out	In	Missing	Used	Total
Chafing Dish, No. 1					
Chafing Dish, No. 2					
Chafing Dish, No. 3					
Coffee Urn, Large					
Coffee Urn, Medium					
Coffee Tray					
Electric Fountain					
Chairs					
Tables, Banquet					
Tables, Card					
Tables, Service					
Blades					
Breakage					

In Charge ______________________

Gas ______________

Mileage ______________

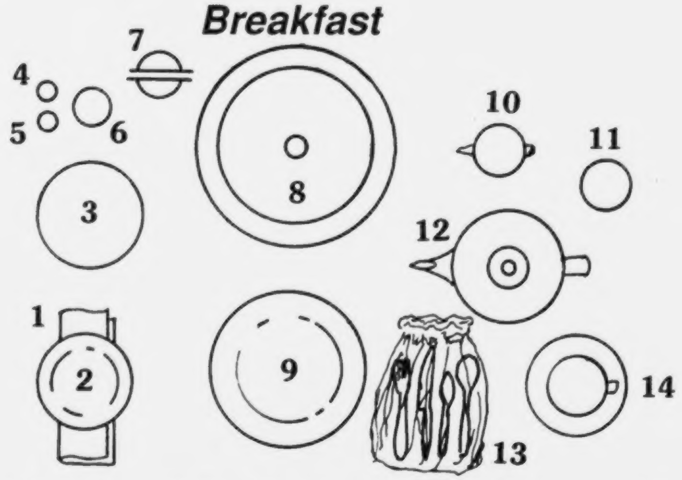
Remarks:

Supplies ______________

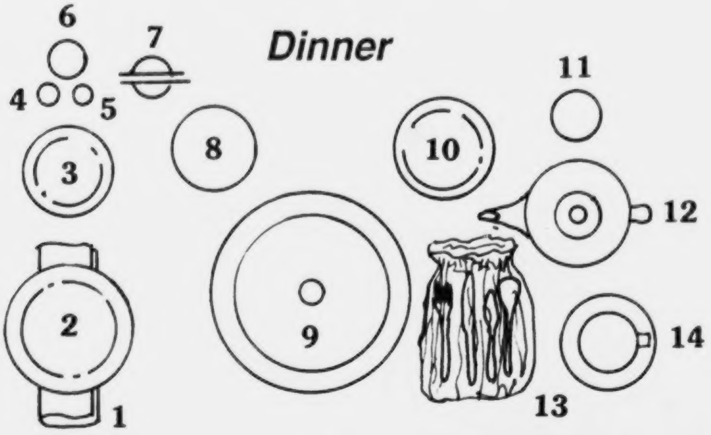
Extras ______________

Place Settings for Tray Service

The diagrams below illustrate typical breakfast and dinner place settings for tray service:


Breakfast
7
4
5
6
10
11
3
8
12
1
2
9
14
13

1. Napkin
2. Bread and Butter Plate
3. Cereal Bowl
4. Salt
5. Pepper
6. Sugar
7. Tray Card Holder
8. Main Plate with Cover
9. Fruit Plate
10. Creamer
11. Milk
12. Beverage Pot
13. Fork, Knife, Spoons
14. Cup and Saucer


6
7
Dinner
11
4
5
3
8
10
12
2
9
14
1
13

1. Napkin
2. Salad Plate
3. Bread and Butter Plate
4. Salt
5. Pepper
6. Sugar
7. Tray Card Holder
8. Vegetable Dish
9. Main Plate with Cover
10. Dessert Plate
11. Milk
12. Beverage Pot
13. Sacked Silverware
14. Cup and Saucer

Teaching Aid 138

Setting Up the Tray

In setting up the trays, one of several methods may be used, depending upon the organization of the dietary or food service establishment in which you are working. The following items are placed on the tray regardless of the tray assembly method used:

1. Tray cover (liner)
2. Tray card
3. Napkin
4. Salt, pepper, and sugar, if used (these items may be packaged)
5. Cup and saucer, or beverage glass
6. Bread and butter plate (if used)
7. Flatware (may be sacked)
8. Cold foods
9. Hot foods

The tray or menu card in a hospital or nursing home should give the following information:

1. Patient's name and room number
2. Type of diet for special foods.
3. Food items

Standards for Tray Service

Certain standards should be observed for setting up and serving trays. Basic principles of tray service ensure that the food served is attractive and palatable, and that it meets the expectations of patients or customers.

Principles of Tray Service

As in all other food service operations, care should be taken to ensure that when food is received it is:

1. ***Attractive.*** (a) Tray cover is spotless and suitable for the size of the tray. (b) Size of the tray and dishes are proportionate to the size of the meal being served. For example: A glass of milk by itself on a large tray looks lost. (c) Flatware, tableware, and glassware are spotlessly clean. Tableware and glassware must be free of chips or cracks. (d) Colors of all accessories on the tray harmonize and create a pleasing effect. (e) Food portions are arranged neatly and attractively on plates and in dishes and bowls.

2. ***Palatable.*** (a) Trays are served promptly with hot foods hot, and cold foods cold. (b) If delays are necessary, precautions must be taken to ensure that food is of high quality when it is delivered to patients or customers.

3. ***Meets expectations of patients or customers.*** Food is arranged on plates in a consistent order. This enables those who check trays to see quickly whether all items called for on the diet are provided and no extra items are included.

403

Check These Checks

Directions: Circle the mistakes on each of the following checks:

Jane Doe
DL 08239832
501 2nd St. 652-6612
Anywhere, Texas 79822

556

1-5 19 85

Pay to the order of Country Kitchen Restaurant $ $14\frac{58}{00}$

Fourteen dollars and $\frac{no}{100}$ Dollars

$ DOLLAR BANK
10th CANTON
ANYWHERE, TX 79823

For food

Jane Doe

1: 111305050: 22 788 2 8" 0856

Jane Doe
DL 08239832
501 2nd St. 652-6612
Anywhere, Texas 79822

557

Jan 9 19 86

Pay to the order of Country Kitchen Restaurant $ $10\frac{98}{00}$

Ten dollars and 98/100 Dollars

$ DOLLAR BANK
10th CANTON
ANYWHERE, TX 79823

For lunch

John Doe

1: 111305050: 22 788 2 8" 0856

Jane Doe
DL 08239832
501 2nd St. 652-6612
Anywhere, Texas 79822

558

Feb 9 19 86

Pay to the order of Restaurant $ 7^{00}

7 dollars and no cents Dollars

$ DOLLAR BANK
10th CANTON
ANYWHERE, TX 79823

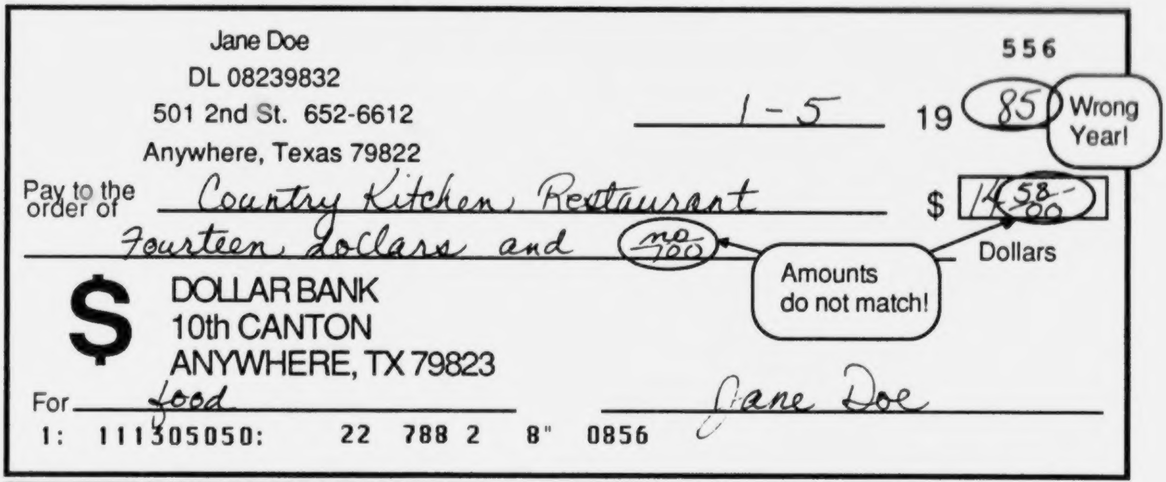
For

Jane Doe

1: 111305050: 22 788 2 8" 0856

Teaching Aid 140-2

Check These Checks (Answers)


Jane Doe
DL 08239832
501 2nd St. 652-6612
Anywhere, Texas 79822

556

1-5 19 85

Wrong Year!

Pay to the order of Country Kitchen Restaurant $ 14 58/00

Fourteen dollars and no/100 Dollars

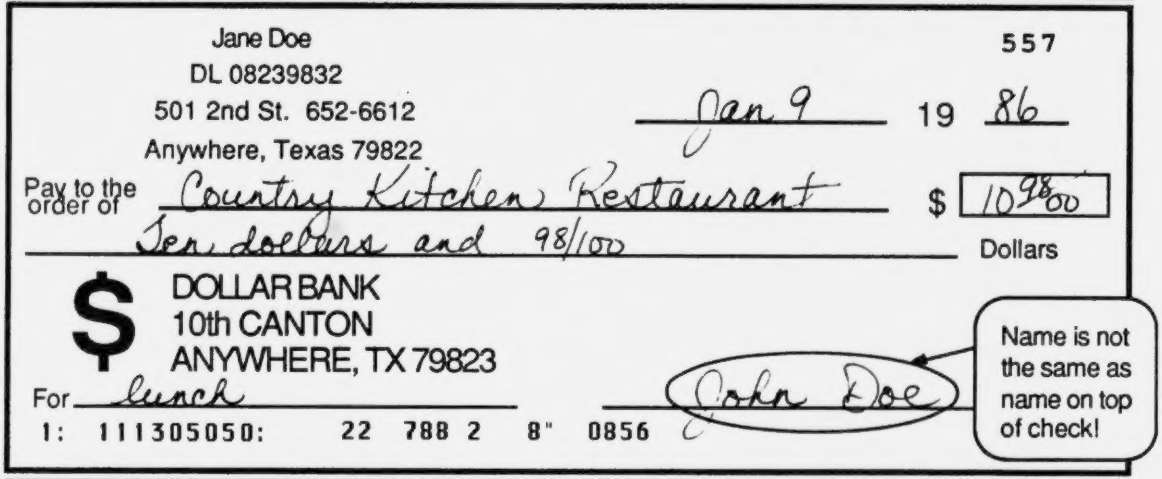
Amounts do not match!

DOLLAR BANK
10th CANTON
ANYWHERE, TX 79823

For food

Jane Doe

1: 111305050: 22 788 2 8" 0856


Jane Doe
DL 08239832
501 2nd St. 652-6612
Anywhere, Texas 79822

557

Jan 9 19 86

Pay to the order of Country Kitchen Restaurant $ 10 98/00

Ten dollars and 98/100 Dollars

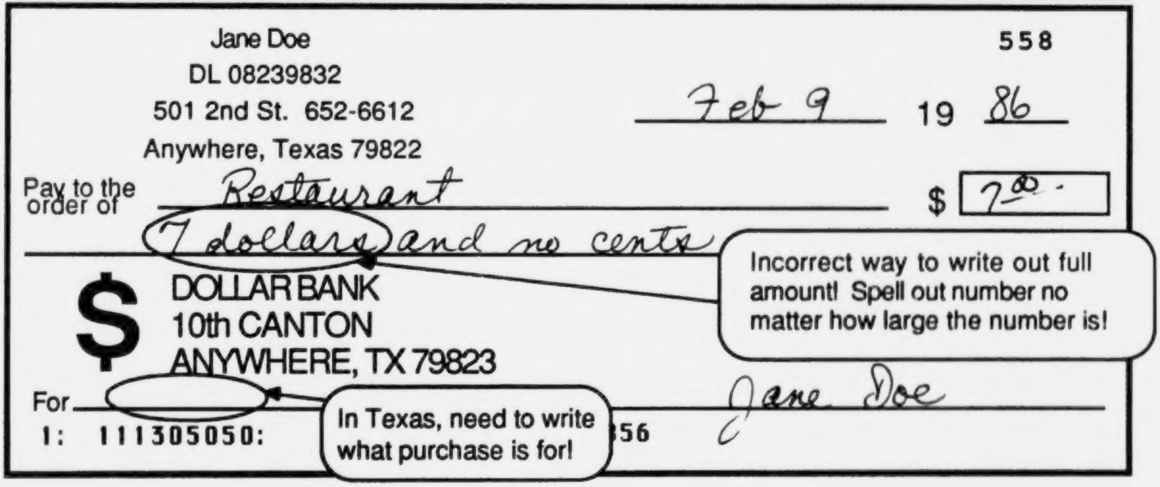
DOLLAR BANK
10th CANTON
ANYWHERE, TX 79823

For lunch

John Doe

Name is not the same as name on top of check!

1: 111305050: 22 788 2 8" 0856


Jane Doe
DL 08239832
501 2nd St. 652-6612
Anywhere, Texas 79822

558

Feb 9 19 86

Pay to the order of Restaurant $ 7 00 -

7 dollars and no cents

Incorrect way to write out full amount! Spell out number no matter how large the number is!

DOLLAR BANK
10th CANTON
ANYWHERE, TX 79823

For

Jane Doe

In Texas, need to write what purchase is for!

1: 111305050: 56

Teaching Aid 141

Keys to Successful Food Service Organization

- Financial stability and success
- Compliance with local, state and federal regulations
- Good employee relations
- High levels of food quality and sanitation
- Plans for the future of business
- Customer goodwill and good customer relations

Teaching Aid 142

One Way--Two Way Communication

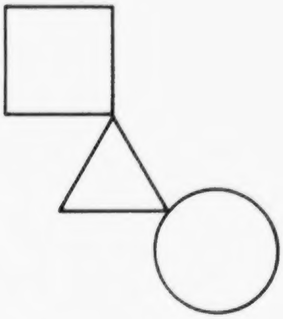
One Way Communication

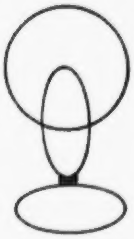
Give one student a predrawn geometric picture that no one else in the class has seen. Have the students give verbal directions for drawing the picture to other students. The other students are not allowed to ask questions in one way communication, however the instructor may repeat the directions, if desired.

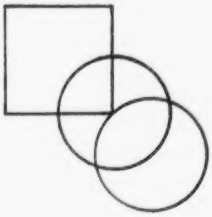
Two Way Communication

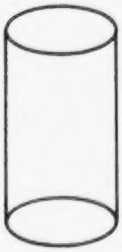
Once again have one student give verbal directions for drawing a second predrawn geometric picture. This time the class is allowed to ask questions to clarify the directions given.

Suggested Pictures









NOTE: Feel free to make up your own geometric shapes.

Management Questions

1. To what does "interstate commerce" refer?
2. Which federal law regulates minimum wages, working hours, equal pay, overtime pay, and child labor?
3. What is the money that is collected from an employee's wages, if the wages go above a stated level which is established by federal law.
4. What is another name for the W-2 Form?
5. Which laws allow each state to establish procedures to meet the provisions of the Fair Labor Standards Act?
6. The employer determines how much income tax to withhold from each paycheck by referring to what form?
7. Which federal law related to employment is also known as the wage and hour law?
8. Social security tax is referred to by what initials?
9. Name four of the eight areas that are covered by state labor laws.
10. How are payments to social security made?
11. What law regulates businesses that have a gross sales volume of $250,000 or more?
12. Which form shows the total wages received from an employer for the year?
13. Businesses involved in interstate commerce are subject to what law?
14. When do employees receive the Wage and Tax statement each year?

Teaching Aid 143

15. What federal program provides benefits to retired people and survivors of wage earners?

16. Which law states that 16 and 17 year olds may work in most jobs except those defined as hazardous occupations?

17. Explain the purpose of the Texas Right-to-Work law.

18. An employer is required to file Form 4070, "Employer's Report on Tips." Is this a Federal or State requirement?

Teaching Aid 143-2

Management Questions (Answers)

1. Business conducted in more than one state.
2. Fair Labor Standards Act
3. Income Tax
4. Wage and Tax Statement
5. State labor laws
6. Form W-4
7. Fair Labor Standards Act
8. F.I.C.A. (Federal Insurance Contribution Act)
9. Prevailing wage rate, wage deductions, wage statements, liquor laws, child labor laws, workman's compensation, and unemployment compensation.
10. Payments are deducted from the employee's wages.
11. Fair Labor Standards Act
12. Wage and Tax Statement or Form W-2
13. Fair Labor Standards Act
14. January
15. Social Security
16. Child Labor Law
17. A person has a right to work whether they are union members or not.
18. Federal

Teaching Aid 144

Menu Planning Worksheet for Schools

Lunch Pattern	Monday	Portion Size	
		Group	Group
Meat and Meat Alternate			
Vegetable and Fruit			
Bread and Bread Alternate			
Milk			
Other Foods			

Lunch Pattern	Tuesday	Portion Size	
		Group	Group
Meat and Meat Alternate			
Vegetable and Fruit			
Bread and Bread Alternate			
Milk			
Other Foods			

	Wednesday	Portion Size	
		Group	Group
Meat and Meat Alternate			
Vegetable and Fruit			
Bread and Bread Alternate			
Milk			
Other Foods			

	Thursday	Portion Size	
		Group	Group
Meat and Meat Alternate			
Vegetable and Fruit			
Bread and Bread Alternate			
Milk			
Other Foods			

	Friday	Portion Size	
		Group	Group
Meat and Meat Alternate			
Vegetable and Fruit			
Bread and Bread Alternate			
Milk			
Other Foods			

Teaching Aid 144-2

Cycle Menu Chart

Set I	Sept 6	Oct 11	Nov 15	Dec 27	Jan 31	Mar 6	Apr 10	May 15
Set II	Sept 13	Oct 18	Nov 22	Jan 3	Feb 7	Mar 13	Apr 17	May 22
Set III	Sept 20	Oct 25	Nov 29	Jan 10	Feb 14	Mar 20	Apr 24	May 29
Set IV	Sept 27	Nov 1	Dec 6	Jan 17	Feb 21	Mar 27	May 1	June 5
Set V	Oct 4	Nov 8	Dec 13	Jan 24	Feb 28	Apr 13	May 8	June 12

Example of five sets of cycle menus charted as to week of year to be served.

LABORATORY PLANS

Laboratory Responsibilities

Since the *Food Service, Production, Management, and Services* course is designed to prepare students for entry-level positions in commercial or institutional food service facilities, laboratories should simulate actual job situations. To achieve this, teachers must assume the role of a commerical food service manager. The following is a brief synopsis of teachers' duties in operating the food service laboratory.

Planning Menu and Service—Planning involves deciding on the food items to be prepared and how these items will be presented to customers.

Recipe Standardization—Using standardized recipes insures the production of uniform products with consistent yield and quality, and also helps accurately evaluate cost and nutritional value.

Procurement of Supplies—Planning menus, determining specific quantities and qualities of items, and purchasing supplies are easier when the teacher is aware of the local market.

Detailed Planning of Production and Service—Detailed planning of production and service is required if the laboratory experience is to realistically duplicate the activities of a food service establishment. Every item on the menu must be planned to fit into the production schedule, and students should be required to meet deadlines and experience normal pressures which exist in food service job situations.

Supervision of Production and Service—The teacher must supervise activities so that the laboratory becomes a realistic work situation with each worker assigned specific tasks and supervised as they would be on the job.

Cleanup—Thorough cleanup is a must for efficient laboratory operation. Preparing and following a detailed cleanup schedule will pay dividends in both a cleaner facility and happier workers.

Evaulation—Evaluation is essential in running an effective food service operation and in training students. The teacher and students must try to discover why any undesirable events occurred and what can be done to prevent their occurence in the future.

Public Relations—The responsibility to "sell" the food service rests squarely with management, or the teacher in the school laboratory. A good public image on serving day, as well as good food, goes a long way in promoting food service education or sales.

Employee Selection and Training—The teacher should emphasize the importance of workers' following specific procedures as instructed by supervisors. Employees (even the experienced) must be trained according to the established procedures of the particular food service operation.

Problem Solving and Decision Making—Problem solving and decision making in the laboratory are easier when the teacher knows the strengths and weaknesses of each student and is also familiar with the steps in the decision making process.

Classroom Instruction—Classroom instruction can be designed to supplement laboratory experiences, helping students gain additional knowledge of food service operations, how they function and where the food service employee fits in the world of work. (The *Food Production, Mangement, and Services* series can be used to develop a general plan for classroom instruction.)

Food service teachers and food service managers have a great deal in common. They must decide what will be served and how it will be produced and served. They must instruct personnel in the production and service procedures, and evaluate the final products, the personnel, and the procedures. Teachers are more concerned with training and evaluating the students, while commercial food service managers focus on the process and the final product, with an emphasis on costs.

Resources

Using available resources efficiently will help teachers run smooth and effective operations in their classroom laboratories. Resources available to teachers include the following:

1) *Instructional Materials*—The *Food Production, Management and Services* series provides a framework for class and laboratory instruction in food service. The major competencies students should achieve to be prepared for food service work are included in the objectives and in the learning and evaluation activities in this series.

2) *Advisory Council*—Teachers should utilize advisory councils to obtain information and advice needed in planning and operating food service laboratories. Advisors include food service employees and managers, members of the local restaurant association, students, parents, and administrators. Such individuals as the president of the local restaurant association or director of the school lunch program can provide valuable input and might provide jobs for students. If handicapped students are enrolled, try to include one or two employers who hire the handicapped and have already adapted their facilities, equipment, and procedures to meet the needs of the handicapped worker.

3) *Food Service Facilities in the Community*—Commerical and institutional food service facilities, which exist in most communities, provide sources for enriching the food service students' experiences. Field trips to public facilities allow students to view the total food service operation in progress, observe commercial equipment in use, and compare different types of service. Managers and supervisors of various food service facilities may also be willing to come to the classroom to share their knowledge.

Laboratory Management

Food service laboratories must be managed efficiently. This involves developing procedures for controlling and maintaining laboratory facilities, equipment, and supplies, for organizing and evaluating students' work, and sometimes for sharing the laboratory with other teachers. The following areas of management are especially important.

Storage of Equipment and Supplies

An effective storage system is essential for the best use of food service laboratory facilities and resources. Some suggestions for storage include the following:

1) A locked storeroom for nonperishable foods.
2) Locked storage for cleaning supplies and infrequently used equipment.
3) Refrigerator and freezer space for perishable and frozen foods. Temperatures should be checked regularly. Locks are common food service policy and help prevent pilferage.
4) Open storage (wall-hung shelving, overhead hooks, mobile racks or shelves, etc.) for dishes, pots and pans, and utensils.
5) Drawers in worktables for small equipment.
6) Space for sorting and shelving linens.

All food service employees need to know how to store food correctly and how to requisition food from the storeroom. Storeroom workers need to know how to receive, store, and issue food, and how to keep an inventory of supplies on hand.

Distribution of Supplies

In the food service laboratory, supplies should be issued using a system which eliminates confusion, insures efficient supply distribution, and maintains inventory control. The system should be similar to those used in the food service industry, and should be clearly understood by the students. Some suggested procedures are outlined below:

1) The student or teacher should complete a requisition form stating the quantity, size, and/or grade of each item needed.
2) The teacher (manager) and the student assigned the role of storeroom supervisor must sign the form before the order can be filled.
3) The storeroom worker should fill the requisition under the teacher's supervision; this worker should not issue any supplies without a signed requisition.

Sanitation of the Laboratory

Sanitation rules must be carefully followed in every phase of the food service operation to avoid the spread of harmful bacteria. The following are important areas of emphasis in laboratory sanitation.

- Personal habits and hygiene.
- Handwashing procedures.
- Dishwashing procedures.
- Warewashing procedures (pot and pan washing).
- Care of kitchen equipment.
- Cleaning and sanitizing physical facilities.
- Garbage and pest control procedures.
- Procedures for purchasing and storing food.
- Procedures for preventing bacterial contamination of food.
- Procedures for preparing food.
- Procedures for serving food.

All food service workers need to learn how to clean floors, walls, hoods, and equipment. They should learn when and how to remove trash, how to dispose of garbage using garbage cans or a garbage disposer, and they should also learn the basics of pest control.

Adaptations to Accommodate Handicapped Students

The teacher must work with handicapped students to discover the best equipment and procedures for them. It is best to confine adaptations to procedures, if possible. When making equipment adaptations, keep in mind the equipment likely to be available in commercial food service facilities, the cost of the adaptation, and whether the equipment could still be used by other employees. Be sure that any adaptations meet food service sanitation and safety standards.

Planning Laboratory Experiences

Laboratory experiences permit students to gain actual work experience in food production and service. Using student work schedules when making laboratory assignments will insure that every student is aware of his or her duties. Student work schedules should be designed so that each student is assigned a variety of food production and service tasks and each learns to operate the equipment in the laboratory. Food service laboratory activities include the following:

1) food and beverage preparation
2) preparation of the service area

3) service of food and beverages to customers and related customer services
4) cleanup activities during and after service

The number of student workers assigned to specific tasks depends on the menu and the type of service. Assigning more students than needed decreases the learning value of the experience and may even cause confusion and hazards in the laboratory. Students not scheduled to participate in a particular laboratory experience may be assigned individual study, observation, inventory, or other tasks related to laboratory management.

Important aspects of laboratory experience planning include menu planning, recipe standardization and alteration, purchasing and handling supplies, production, service, and cleanup.

Menu Planning

Teachers must assume the responsibility for approving all menus used in the laboratory. Factors to consider when planning the menu may include the following:

- clientele preferences
- nutritional adequacy
- color, shape, texture, flavor, temperature, and variety
- space available
- quantity and quality of equipment available for preparing, holding and serving
- number of workers available and their skills
- budget, product availability, and profitability
- merchandising potential
- type of occasion
- weather conditions

Resources for menu planning include a wide variety of publications from books on quantity food preparation to menus from food service establishments. Some suggested lab plans and menus, from simple to advanced, are included following this introduction. When planning menus, work when you are not fatigued, make sure you will not be interrupted, have adequate resource materials available, use a predetermined format, and allow adequate time to work on the menu; after completion, put it aside and review it later.

Standardized Recipes

Standardized recipes (those tested to insure consistent quality through the use of standard products, amounts, methods, equipment, and processes) are an aid to achieving price control. Food service teachers should establish a file of standardized recipes printed on cards 5 x 7 inches or larger and covered with self-adhesive plastic. Yield, as well as portion, technique, and size, are predetermined. The following 8 items are components usually found on standardized recipes:

1) Item name
2) Ingredients (form and amounts for frequently used yields)
3) Methods and techniques of preparation
4) Planning information (size of pan, preparation of pan, depth of fill, etc.)
5) Time and temperature
6) Yield (total quantity and number of servings of a specified size)
7) Serving information (size, equipment, technique, garnish, special holding instructions, etc.)
8) Any other pertinent information

Purchase of Food

Purchasing the raw materials is the first step in food production. Purchasing procedures are affected by the closeness of supply, availability of storage space, capital, general market and economic conditions, shelf life of food products, and production needs.

Take advantage of convenience foods available on the quantity foods market. Teachers can learn from advisory council members which foods are available in convenience forms, which are most frequently used in local food service, which are the best buys, and which purveyor is the best source of supply. Convenience foods are an essential part of simulating actual food service operations, and they enable teachers to serve a complete meal while concentrating on new skills in only one or two areas. The following tips will be helpful in purchasing supplies for the food service laboratory.

1. Be aware of what the market has to offer. Visit with local salespeople, look through local groceries, and attend food shows or conventions where food products are being shown.

2. Determine needs in terms of quality and quantity. State needs specifically (quantity, quality or grade, size of units, form, style, etc.) Know what to look for on food product labels to determine if items meet specified requirements.

3. Purchasing procedures vary from school to school and from city to city so discuss with local administrators the best way to purchase goods for the laboratory. Consider some of the following money-saving ideas: (a) Investigate purchasing from local institutional wholesalers. Frequently these suppliers specialize in meat, produce, frozen goods, staple goods, canned goods, or paper products. Some sell a combination of these items. Call as many as possible. Prices may vary between sources from day to day. (b) Sometimes products are less expensive at the supermarket. (c) Check local damaged-freight outlets. Inspect products carefully before buying. Buy one item and check before buying in quantity. (d) Buy with another group (such as the school lunchroom, a local hospital, or a restaurant). (e) Buy in bulk quantities when the price is right if storage is available. (f) Be flexible. If a product increases drastically in price, change the menu. (g) Some local groceries may give a discount to schools. Frequently, this means a cash discount. (h) Some companies offer a discount of 5-15% for prompt payment. (i) When shopping in person, list the items needed from each source. The list should be planned so that you will drive the shortest distance between stores. (j) Be sure to take proper requisition forms, etc. to prevent time wasted in returning to school for them. (k) Try a variety of brands. Some lesser known, less expensive brands are as good as the more familiar ones.

4. Be a tyrant about receiving goods in both the quality and quantity ordered.

5. Store items promptly, properly, and under lock and key.

Receiving, Storing, and Issuing Foods

Food service teachers hold the final responsibility for receiving, storing, and issuing goods in the laboratory. Skillful purchasing must be combined with careful inspection of the products delivered. Proper storage procedures must be followed to retain full food value. When foods are issued from the storeroom, care should be taken to fill approved orders accurately, using items on a first-in, first-out basis. In food service businesses, these tasks are performed by experienced workers. Since teachers assume this responsiblity in the laboratory, safeguards should be built into the system.

Production, Service, and Cleanup Procedures

The phases of production, service, and cleanup operate much more efficiently when specific plans are made and guidelines followed. The following tips aid in carrying out phases of food service.

1) Make a list of everything to be done.
2) Plan and make written assignments for each task.
3) Make sure students know how to execute assigned tasks through training, supervision, and follow-up.
4) Be thorough and precise. Double-check plans against the menu to make certain you are not forgetting anything.
5) Develop a form to assist in planning and remembering all of the details. Experiment with several forms and make multiple copies when one is found which is best suited for the operation.

Summary

Every food service establishment is different. Supervisors in two food service businesses may require very different procedures to be followed in the performance of the same task. Since there is no one correct way to perform any food service task, food service students should learn that following instructions given by future employers is very important even if it means using different methods than those taught in the food service laboratory. A proper attitude and sense of responsibility are two of the major assets an employer seeks when hiring someone.

Just as in other operations, certain lines of authority exist in the operation of food service establishments. Lines of authority indicate that specific relationships exist between various departments of the facility and between individuals working there. Personnel need to know the line of communication and authority. Employees must know their duties, authority, responsibilities, and to whom they are accountable. These same conditions should exist in the food service laboratory. Students need to learn correct procedures for communicating with the right people and for following lines of authority.

Lab #1

Tuna Salad Sandwich
Chicken Salad Sandwich
Chocolate Pudding
Iced Water/Iced Tea

Alternatives:	Pimento cheese sandwich, canned fruit
Food Service Basics:	Nutrition--basic food groups (Chapter 7)* Safety and Sanitation--individual cleanliness (Chapter 5) sandwich spreads with mayonnaise (Chapter 15)
Equipment:	Dishwasher (Chapter 11) Bread knives, spreaders (Chapter 9) Scoop (Chapter 9) Can opener (Chapter 10)
Food Preparation Techniques:	Assembly line method (Chapter 15) Mixing (Chapter 15) Portioning (Chapter 13) Types of sandwiches (Chapter 15) Types of breads (Chapter 23) Preparing iced water and tea (Chapter 14) Garnishing (Chapters 13, 15, and 16)
Food Service Techniques:	Type of Service: counter (Chapter 31) fast food (Chapter 31) One set price, two menu choices Cashier at beginning of line
Additional Information:	This menu is to acquaint students with general laboratory techniques and to introduce them to the laboratory setting. Many convenience foods have been included to help students prepare an entire meal with a limited amount of preparation.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #2

Submarine Sandwich
Tossed Salad
Cake
Iced Water/ Iced Tea

Alternatives:	Ham and cheese sandwich, fruit salad, vegetable relishes
Food Service Basics:	Nutrition--basic four food groups (Chapter 7)* Safety and Sanitation--holding time for vegetables on salad bar or tossed salads (Chapter 16)
Equipment:	Small equipment Knives (Chapter 9) Toaster (Chapter 10) Dishwasher (Chapter 11)
Food Preparation Techniques:	Assembly line method (Chapter 15) Portioning (Chapters 13 and 15) Types of sandwiches (Chapter 15) Preparing iced water and tea (Chapter 14) Garnishing (Chapters 13, 15, and 16)
Food Service Techniques:	Type of Service: counter (Chapter 31) fast food (Chapter 31) One menu choice, individual items priced Cashier at the end of the line
Additional Information:	Use a purchased sheet cake. Students learn portioning and serving of a baked product at this point in time. If more convenient, teacher might prepare sheet cake.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #3

Grilled Cheese Sandwich
Fruit Salad
Iced Tea/Milk
Purchased Cookies

Alternatives:	Reuben sandwich, French toast, melon boat, fresh fruit cup
Food Service Basics:	Nutrition--fruits in the diet (Chapters 22 and 7)* milk in the diet (Chapter 7) Safety and Sanitation--holding time for fresh fruits (Chapter 22) storage of milk and cheese (Chapters 20 and 14)
Equipment:	Grill (griddle) (Chapter 10) Refrigerator (Chapter 11) Disposal (Chapter 11)
Food Preparation Techniques:	Assembly line method (Chapter 15) Portioning (Chapter 13) Types of sandwiches (Chapter 15) Garnishing (Chapters 13, 15, and 16)
Food Service Techniques:	Type of Service: counter (Chapter 31) fast food (Chapter 31) One menu choice, individual items priced Cashier at end of the line
Additional Information:	First introduction to serving food hot. This should be the main emphasis of the lab.

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Lab #4

Hamburger on a Bun
French Fried Potatoes
Iced Tea/Lemonade
Soft Drinks
Ice Cream

Alternatives: Hot dogs, onion rings, fried zucchini, sherbert, pudding

Food Service Basics: Nutrition--cooking with fats (types of fats) (Chapter 7)*
fruit beverages compared to fruits (Chapter 14)
milk in the diet (Chapter 7)
Safety and Sanitation--fats (Chapter 6)
keeping frozen foods (Chapter 12)

Equipment: Grill (Chapter 10)
Deep fat fryer (Chapter 10)
Freezer (Chapter 11)
Ice maker (Chapter 10)
Soft drink dispenser (Chapter 14)

Food Preparation Techniques: Portioning (Chapter 13)
Types of sandwiches (Chapter 15)
Garnishing (Chapters 13, 15, and 16)
Cooking in fat (Chapter 22)
Fruit-based beverages (Chapter 14)
Soft drinks (Chapter 14)
Desserts (Chapter 24)

Food Service Techniques: Type of service: fast food (Chapter 31)
counter and bag (takeout) service
One entree choice, several choices in beverage
Individual items priced
Cashier/waitperson at counter
Discuss automatic pricing machines

Additional Information: This lab can simulate a fast food establishment.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Baked Potatoes Stuffed with
Chicken ala King or Beef and Mushroom Gravy
Fruited Gelatin Salad
Iced Tea/Iced Water

Food Service Basics:	Nutrition--potatoes (Chapter 7)* baking vegetables (Chapter 22) Safety and Sanitation--holding time for gravies (Chapter 18)
Equipment:	Oven (Chapter 10) Small equipment (Chapter 9) Hot food unit (Chapter 11) Molds or pans (Chapter 9) Serving utensils (Chapter 9) Refrigerator (Chapter 11)
Food Preparation Techniques:	Preparing sauces (Chapter 18) Garnishing on a serving line (Chapter 31) Baking vegetables (Chapter 22) Gelatin (how preparation affects portioning) (Chapter 16)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31) Two entrees, different prices Individual items priced
Additional Information:	This may be the first time a recipe is used. Teacher may wish to include information on recipe abbreviations and alterations.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Lab #6

Canned Tomato Soup
Hard Rolls
Cheese Slices and Ham Roll-ups
Prepared Macaroni Salad
Iced Tea/Lemonade/Fruit Punch

Food Service Basics:	Use of convenience foods (Chapter 13)*
Equipment:	Range top (Chapter 10) Soup kettles (Chapters 9 and 10) Cheese slicer (Chapter 10) Meat slicer (Chapter 10) Blender (Chapter 10)
Food Preparation Techniques:	Using seasonings and spices (Chapter 13) Working with convenience foods (Chapters 18, 23, and 19) Garnishing convenience foods (Chapter 18)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31) Serving soups (Chapter 18) Serving individual servings of cold cuts and cheese (Chapter 20)
Additional Information:	The main emphasis of this lab is to use convenience foods and modify them for food service establishments.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #7

Egg Casserole
Pork Sausage Links
Toast, Butter and
Jelly
Orange Juice
Coffee/Tea/Milk

Alternatives:	Baked eggs, bacon, fresh fruit
Food Service Basics:	Nutrition--egg nutrition (Chapter 7)* pork nutrition (Chapter 7) importance of breakfast (Chapter 7) Safety and Sanitation--egg safety (Chapter 20) trichina (Chapter 19)
Equipment:	Oven (Chapter 10) Coffee maker or urn (Chapter 10) Toaster (Chapter 10)
Food Preparation Techniques:	Cooking with eggs (Chapter 20) Cooking pork (Chapter 19) Making coffee (Chapter 14)
Food Service Techniques:	Serving breakfast foods (Chapter 30) Portioning (Chapter 13)
Additional Information:	This can be a breakfast or a brunch by altering the basic menu.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #8

Tuna Noodle Casserole
Canned Peas
Hot Dinner Rolls
Coffee/Tea/Milk
Dessert Fruit Plate

Alternatives:	Chicken pie, chicken and rice casserole, canned carrots, canned beans
Food Service Basics:	Nutrition--fresh vs. canned vegetables (Chapter 22)* sodium in canned products (Chapter 12) Safety and Sanitation--safety in mixtures (Chapter 6) holding time for fresh fruits (Chapter 22)
Equipment:	Warming oven (Chapter 10) Pot and pan sink (Chapter 11) Range top (Chapter 10)
Food Preparation Techniques:	Seasoning foods for quantity cooking (Chapter 13) Measuring (Chapter 9)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31) Manual dishwashing (Chapter 5) Serving hot breads (Chapter 23)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #9

Roast Turkey
Sweet Potato
Baked Apples
Tea/Milk/Buttermilk
Cooked Tapioca Pudding

Alternatives:	Baked chicken, dressing, peach or pear halves, gelatin, green beans
Food Service Basics:	Nutrition--nutrition for hospitals and nursing homes, therapeutic diets (Chapter 8)* Safety and Sanitation--cooking turkey or chicken with or without dressings (Chapter 19) milk service (Chapter 14)
Equipment:	Hot and cold carts (Chapter 9)
Food Preparation Techniques:	Roasting meats (Chapter 19) Baking fruits and vegetables (Chapter 22) Cooking with starches (Chapter 21) Serving milk and milk products (Chapter 14) Storing cooked poultry (Chapter 19)
Food Service Techniques:	Type of Service: serving for institutions: (Chapter 32) Hospitals Nursing homes School lunches
Additional Information:	This menu could be served on a cafeteria line or tray. Serve to simulate a hospital or nursing home cafeteria.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #10

Chef Salad
Blueberry Muffins/Corn Muffins/Bran Muffins
Iced Tea/Milk/Iced Water
Apple Crisp

Alternatives:	Tuna salad, salad bar, any variety muffins
Food Service Basics:	Nutrition--vegetables, breads, and cereals (Chapter 7)*
Equipment:	Scales (Chapter 10) Measuring cups (Chapter 9) Mixer (Chapter 10)
Food Preparation Techniques:	Adapting quick bread mixes (Chapter 23) Preparing salad dressings (Chapter 16) Simple dessert preparation (Chapter 24)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31) Presentation of prepared salads (Chapter 16) Serving hot quick breads (Chapter 23)
Additional Information:	Skills used in this lab have generally been presented in earlier labs. This gives students a chance to review and concentrate on presentation.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Soup and Bread Bar
Carrot and Celery Sticks
Iced Tea/Milk/Iced Water
Peach Half

Soup Bar:	French onion soup (clear), cream of potato (cream-base), gazpacho (cold)
Bread Bar:	Corn bread, muffins, drop biscuits
Alternatives:	Vegetable soup (clear), cream of tomato (cream-base), vichyssoise (cold)
Food Service Basics:	Nutrition--quick breads (Chapter 23)* soups (Chapter 18) Safety and Sanitation--holding time for soups (cream) (Chapter 18) curdling of cream soups
Equipment:	Steam jacketed kettles (Chapter 10) Mixer (Chapter 10)
Food Preparation Techniques:	Preparing quick bread batters (Chapter 23) Preparing cream sauces (Chapter 18)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31) Serving soups (Chapter 18) Serving breads (Chapter 23)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Dessert Bar
Iced Tea/Hot Tea/Coffee

Dessert Bar:	White cake with fudge frosting, yellow cake with butter cream frosting, chocolate cake with boiled icing, gingerbread with lemon sauce
Food Service Basics:	Nutrition--the role of desserts in diet (Chapter 7)* beverages (Chapter 7) Safety and Sanitation--hot beverages (Chapter 14)
Equipment:	Mixer (Chapter 10) Cake pans (Chapter 9) Spatula (Chapter 9)
Food Preparation Techniques:	Types of flours (Chapter 23) Preparing shortened cakes (Chapter 25) Preparing major types of frostings (Chapter 25) Preparing beverages (Chapter 14)
Food Service Techniques:	Type of Service: buffet (Chapter 29)
Additional Information:	Depending on how the food will be served to the public, this lab could be combined with a simple sandwich lab to provide a balanced meal.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Braised Round Steak over Noodles
Spaghetti and Meat Sauce
Parkerhouse Rolls
Tossed Salad
Iced Water/Iced Tea/ Coffee
Ice Cream

Alternatives:	Swiss steak and rice, chop suey over Chinese noodles, crescent rolls, fan tans, cheese/chive rolls, fruit cup, gelatin, dessert, sherbet
Food Service Basics:	Nutrition--role of fats in the diet (Chapter 7)* pasta and rolls as carbohydrates (Chapter 7)
Equipment:	Colander (Chapter 9) Bakery equipment (Chapter 10)
Food Preparation Techniques:	Preparing gravies (Chapter 18) Cooking pasta (Chapter 21) Shapes of yeast rolls (use frozen dough) (Chapter 23)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31) More than one entree Several pricing patterns
Additional Information:	This is the first lab which truly resembles a full-service cafeteria. Timing is very important.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #14

Chicken Strips•
Steak Fingers
Baked Potatoes
Green Beans Almandine
Harvard Beets
Iced White Cake

Alternatives:	Salmon croquettes, veal cutlets, candied sweet potatoes, scalloped corn, petit fours, cup cakes •May be served with cream gravy
Food Service Basics:	Nutrition--fats and oils (Chapter 7)* vegetables (Chapter 7) starches (Chapter 7) Safety and Sanitation--frying with fats and oils (Chapter 19) cooking meats (Chapter 19)
Equipment:	Grill (Chapter 10) Deep fat fryer (Chapter 10) Can sizes and grades (Chapter 13)
Food Preparation Techniques:	Using canned vegetables in various ways (Chapter 22)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Baked Cod Fillets
Baked Chicken Breasts
Mashed Potatoes
Curried Rice
Peas and Carrots/Spanish Green Beans
Corn O'Brien
Gelatin Salad/Cottage Cheese Pear Salad
Biscuits

Food Service Basics:	Nutrition--baking vs. frying-calories, cholesterol (Chapter 7)* Safety and Sanitation--holding time for baked meats (Chapter 19)
Equipment:	Rolling pin (Chapter 9) Mixer (Chapter 10)
Food Preparation Techniques:	Rolled biscuits (Chapter 23) Vegetable combinations (Chapter 22) Baked meats (Chapter 19)
Food Service Techniques:	Type of Service: cafeteria (Chapter 31)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #16

Breaded Shrimp
Cocktail Sauce
French Fries/Peas & Mushrooms
Cloverleaf Rolls

Alternatives:	Chicken bits, steak fingers, french-fried onion rings, french-fried potato wedges, Parkerhouse rolls, whole wheat rolls, spinach souffle, broccoli au gratin
Food Service Basics:	Nutrition--convenience foods (Chapters 13, 19, and 22)* Safety and Sanitation--precautions for frying convenience foods
Equipment:	Deep fat fryer (Chapter 10) Microwave oven (Chapter 10)
Food Preparation Techniques:	Yeast breads (Chapter 23) Using frozen foods
Food Service Techniques:	Type of Service: American (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #17

Roast Beef au Jus
Escalloped Potatoes
Glazed Carrots
Gelatin Salad
Iced Tea/Coffee/Water
Trifle

Alternatives:	Roast pork, turkey, ham, scalloped corn, candied sweet potatoes, baked acorn squash, tossed green salad, baked custard with cookies, bread pudding
Food Service Basics:	Nutrition--vitamin A (Chapter 7)* serving size--meats (Chapter 13) Safety and Sanitation--(Chapters 3 and 6)
Equipment:	Carving equipment (Chapter 9)
Food Preparation Techniques:	Roasting meats (Chapter 19) Baking vegetables (Chapter 22) Combination desserts (Chapter 24)
Food Service Techniques:	Type of service: buffet (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Deviled Eggs
Guacamole Dip/Corn Chips
Chicken Puffs
Assorted Cold Meat Wedges
Fruit Kabobs
Crab Canapes
Punch

Alternatives:	Crab dip, French onion dip, vegetable relishes and dips, cheese straws, cocktail weiners in sauce, fruit chunks, stuffed celery
Food Service Basics:	Nutrition--(Chapter 7)* Safety and Sanitation--mayonnaise holding time (Chapter 15)
Equipment:	Specialized small equipment (Chapter 9) Table linens (Chapter 29)
Food Preparation Techniques:	Shaping foods (Chapter 17) Garnishing (Chapter 17) Deviled eggs (Chapter 17) Puff pastry (Chapter 17) Fruit/vegetable-based beverages (Chapter 14)
Food Service Techniques:	Type of Service: buffet (Chapter 31) Serving hors d'ourves (Chapter 17)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #19

Monte Cristo Sandwich
Potato Chips/Pickle Fans
Coleslaw
Angel Food Cake
Milkshake

Alternatives:	Reuben sandwich, hot submarine sandwich, corn chips, cheese puffs, carrot/celery sticks, bell pepper rings/cucumber sticks, orange chiffon cake, cocoa chiffon cake, vegetable/gelatin salad, potato salad
Food Service Basics:	Nutrition--milk-based beverages (Chapters 7 and 14)* Safety and Sanitation--milk-based foods (Chapter 14)
Equipment:	Food chopper (Chapter 10) Grill (Chapter 10)
Food Preparation Techniques:	Milk-based beverages (Chapter 14) Dipped hot sandwiches (French fried) (Chapter 19) Coleslaw (Chapter 16) Foam (Angel/Chiffon) cakes (Chapter 25)
Food Service Techniques:	Type of Service: seated (Chapter 29) Table setting (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Lab #20

Chicken-Fried Steak
Fried Catfish
Potato Salad/Pinto Beans
Cherry Cobbler

Alternatives:	Steak fingers, chicken bits, macaroni salad, baked beans, black-eyed peas, apple crisp
Food Service Basics:	Nutrition--legumes (Chapter 7)*
Equipment:	Steamer (Chapter 10) Fryer (Chapter 10)
Food Preparation Techniques:	Fried meats (Chapter 19) Cooking dried beans/peas (Chapter 22) Potato salad (Chapter 16) Preparing desserts (Chapter 24)
Food Service Techniques:	Type of Service: seated (Chapter 29) American (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Lab #21

Scrambled Eggs
Fried Eggs
Waffles/Biscuits/Cinnamon Rolls
Coffee/Tea/Milk
Fruit Cup

Alternatives:	Simmered eggs, baked eggs with cheese, pancakes, yeast coffee cake, pecan rolls
Food Service Basics:	Nutrition--eggs in the diet (Chapters 7 and 20)* quick breads/griddle cakes (Chapter 23)
Equipment:	Grill (Chapter 10) Warming oven (Chapter 10) Oven (Chapter 10) Toaster (Chapter 10)
Food Preparation Techniques:	Rolled biscuits (Chapter 23) Pancakes/waffles (Chapter 23) Sweet yeast dough (Chapter 23) Glaze (Chapter 23) Icings (Chapter 25)
Food Service Techniques:	Type of Service: seated (Chapter 24) Menu items for choice (Chapter 30)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Baked Pork Chops with Apples
Meat Loaf with Winter Squash
Au Gratin Potatoes
Corn Muffins
Coffee/Tea/Milk
Assorted Baked Cookies

Food Service Basics:	Nutrition--cookies in the diet (Chapter 24)* Safety and Sanitation--trichina (Chapter 19)
Equipment:	Cookie baking equipment (Chapter 24)
Food Preparation Techniques:	Preparation of five basic types of cookies (Chapter 24)--drop pressed rolled bar refrigerator
Food Service Techniques:	Type of Service: seated (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Stuffed Bell Peppers
Glazed Carrots or Candied Sweet Potatoes
Waldorf Salad
Yeast Bread

Food Service Basics: Nutrition--vegetables (Chapters 7 and 22)*
yeast breads (Chapters 7 and 23)
Safety and Sanitation--cooking ground beef (Chapter 19)

Equipment: Bread baking equipment (Chapter 23)

Food Preparation Techniques: Yeast breads (Chapters 10 and 23)
Loaves and mini-loaves (Chapter 23)

Food Service Techniques: Type of Service: seated (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Cream of Tomato Soup
Minestrone
Ham Quiche

Food Service Basics:	Nutrition--soups (Chapter 18)* Safety and Sanitation--holding time: soup/quiche (Chapters 18 and 20)
Equipment:	Soup kettle (Chapter 10)
Food Preparation Techniques:	Cooking with spices (Chapter 13) Soup preparation (Chapter 18) Quiche preparation (Chapter 20)
Food Service Techniques:	Type of Service: seated (Chapter 29)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Lab #25

Baked Ham
Rice Pilaf/Broccoli with Hollandaise
Popovers
Sponge Cake

Alternatives:	Roast turkey, beef roast, cauliflower with cheese sauce, green beans with hollandaise, muffins, angel food cake
Food Service Basics:	Nutrition--meats (Chapter 19)* vegetables with sauces (Chapter 22) Safety and Sanitation--holding time for Hollandaise sauce, cooking meats (Chapters 18 and 19)
Equipment:	Roasting pans (Chapter 9) Baking pans (Chapter 9)
Food Preparation Techniques:	Sponge cake (Chapter 25) Popovers (Chapter 23) Hollandaise sauce (Chapter 18)
Food Service Techniques:	Type of Service: buffet (Chapter 31) Arranging buffet tables (Chapter 31)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Salad Bar
Bread Sticks
Variety of Pies

Alternatives:	Toast wedges, crackers, stuffed tomato salad, fried pies, tarts
Food Service Basics:	Nutrition--pies (Chapter 7 and 26)* salads (Chapter 16)
Equipment:	Pie pans (Chapter 26) Pastry blender (Chapter 9)
Food Preparation Techniques:	Pies (Chapter 26)--graham cracker crusts pastry fruit custard cream pies
Food Service Techniques:	Type of Service: seated (Chapter 30) Dessert served at table (Chapter 30)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Enchilada
Spanish Rice/Beans
Lettuce Salad
Hot Salsa
Lemon Sherbet

Food Service Basics: Nutrition--ethnic foods in the diet (Chapter 7)*
vegetables in ethnic foods (Chapter 7)

Equipment: Steamer (Chapter 10)

Food Preparation Techniques: Ethnic foods--spices (Chapter 13)

Food Service Techniques: Type of Service: seated (Chapter 29)

Additional Information: This lab could be served buffet or family style.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book*.

Lab #28--Optional

Omelets
Spanish Sauce
Mushroom Sauce
Seafood/Cheese Sauce
Hash Browns/Toast
Fruit Cup

Alternatives:	Stuffed potatoes, assorted toppings and/or sauces, peach or apple pie
Food Service Basics:	Nutrition--cooking eggs (Chapter 20)* sauces (Chapter 18) baking potatoes (Chapter 22) pies (Chapter 26)
Equipment:	Omelet pan (Chapter 20) Toaster (Chapter 10) Oven (Chapter 10)
Food Preparation Techniques:	Sauce preparation (Chapter 18) Preparation of pie (Chapter 26)
Food Service Techniques:	Type of Service: buffet (Chapter 31) Serving pie (Chapter 26)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Cake Decorating

Food Service Basics:	Nutrition--sugars (Chapter 7)* Safety and Sanitation--cooking frostings (Chapter 25)
Equipment:	Cake decorating equipment (Chapter 25)--spatula designing tips tubes flower stems Mixer (Chapter 10)
Food Preparation Techniques:	Cooked and uncooked frostings (Chapter 25) Decorating with frostings (Chapter 25)
Food Service Techniques:	Serving cake (Chapter 25)

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

Lab #30--Optional
Ethnic Meal

Sweet and Sour Chicken
Beef Chop Suey
Rice/Noodles
Egg Rolls
Hot Tea

Food Service Basics:	Nutrition--vegetables in ethnic foods (Chapter 22)* ethnic sauces (Chapter 18) Safety and Sanitation--cooking chicken and beef (Chapter 19)
Equipment:	Wok or skillet (Chapter 10)
Food Preparation Techniques:	Cooking meats and vegetables in a wok (Chapters 19 and 22) Cooking egg rolls (Chapter 22)
Food Service Techniques:	Type of Service: seated (Chapter 29) Serving hot tea (Chapter 14)
Additional Information:	This lab could be served family style. Chopsticks could be used.

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*Indicates chapter number to reference in *Food Production, Management, and Services: Reference Book.*

CHAPTER TESTS

451

CHAPTER 1 TEST
The Food Service Industry

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The food service industry is
A. one of the largest industries in the United States.
B. the single largest employer of young people in the nation.
C. one of the nation's fastest growing industries.
D. all of the above.

2. ______ How many meals per day does the average American eat away from home
A. 1 out of 2
B. 1 out of 3
C. 1 out of 4
D. 1 out of 5

3. ______ The need for new food service employees is
A. increasing steadily.
B. increasing slightly.
C. declining slightly.
D. declining steadily.

4. ______ Which of the following societal changes has contributed to the growth of the food service industry?
A. increased labor costs
B. inflation
C. employment of women
D. all of the above

5. ______ A food service facility which serves food to individuals at a table or booth provides
A. seated-service.
B. self-service.
C. combination-service.
D. full-service.

6. ______ Which of the following food service units is most likely to provide food to the general public?
A. in-plant feeding units
B. institutional feeding units
C. central kitchen or commissary
D. commercial establishment

7. ______ An agreement which assigns the right to use a name or formula in return for a fixed fee or a percentage of gross volume is a
A. partnership.
B. corporation.
C. franchise.
D. chain.

8. ______ Salaries and fringe benefits in food service jobs
A. are not as good as in other industries.
B. are similar to other industries.
C. are better than in other industries.
D. are determined by local government regulations.

9. ______ Job advancement in food service
A. is extremely limited.
B. requires additional formal education.
C. is often quite rapid.
D. is usually quite slow.

10. ______ Which of the following is a disadvantage of food service work?
A. fringe benefits
B. demand for employees
C. work atmosphere
D. work hours

CHAPTER 2 TEST
Food Service Careers

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of each item.

1. ______ The area of a food service establishment not usually seen by customers is referred to as the
   A. management area.
   B. service area.
   C. back-of-the-house.
   D. front-of-the-house.

2. ______ When determining the staff needed for a food service establishment, management should consider all of the following EXCEPT the
   A. size operation.
   B. number of job applicants.
   C. menu.
   D. service.

3. ______ An example of an unskilled front-of-the-house food service job is
   A. dietetic technician.
   B. host/hostess.
   C. kitchen helper.
   D. dining room attendant.

4. ______ An example of a semi-skilled back-of-the-house food service job is
   A. cook, specialty.
   B. coffee maker.
   C. waiter.
   D. chef.

5. ______ At which job level are skills for jobs often learned in training programs in high school or community college?
   A. unskilled
   B. semi-skilled
   C. skilled
   D. supervision/management

6. ______ An example of a control job is
   A. porter.
   B. baker.
   C. storeroom supervisor.
   D. banquet manager.

7. ______ The duties of a food service employee in a mid-management job include
   A. making finance and policy decisions.
   B. overseeing daily production operations.
   C. expressing artistic abilities in food preparation.
   D. implementing policy and making routine operational decisions.

8. ______ A supervision job that requires a four-year degree is
A. cook, head.
B. manager, restaurant.
C. dietitian.
D. host/hostess.

9. ______ A food industry job opportunity not directly involved in food production, management, or service is
A. catering.
B. equipment design.
C. steward.
D. maitre d'hotel.

10. ______ To be a successful employee in the food service industry, the skills you will need LEAST are
A. tasting skills.
B. communication skills.
C. math skills.
D. human relations skills.

CHAPTER 3 TEST
Safety

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ All of the following are responsible for contributing to the safety of a food service operation EXCEPT
A. management.
B. government.
C. employees.
D. competitors.

2. ______ City, state, and federal governments enforce safety standards in food service establishments in all of the following ways EXCEPT
A. permits.
B. funding.
C. licensing
D. inspection.

3. ______ Under the OSHA act of 1970, an employer must
A. hire minority workers.
B. pay health insurance premiums for employees.
C. keep the place of employment free of recognized hazards.
D. serve nutritionally balanced meals.

4. ______ *Employees* of a food service establishment are responsible for
A. establishing and enforcing safety rules and procedures.
B. organizing safety training classes.
C. keeping accident reports in permanent files.
D. observing safety rules and procedures.

5. ______ A food service worker loyal to the employer will
A. ignore hazards in the place of employment.
B. know the location of emergency equipment and how to use it.
C. not bother the employer with accident reports.
D. leave all safety responsibility to management.

6. ______ Employee accidents in food service establishments are rarely caused by
A. safe acts.
B. accident-proneness.
C. mental fatigue.
D. physical fatigue.

7. ______ To avoid fatigue, do all of the following EXCEPT
A. practice good posture.
B. develop good relations with co-workers.
C. consumer or nutritious diet.
D. work through periodic rest breaks.

8. ______ To prevent falls, do all of the following EXCEPT
A. wipe up spills on the floor.
B. move quickly when going from place to place in the work area.
C. keep floors in the work area dry and clean.
D. use a sturdy stepladder for reaching objects on high shelves.

9. ______ To prevent cuts
A. choose knives that are not very sharp.
B. pick up broken pieces of glass with your bare hands.
C. put soiled knives in a sink of sudsy water.
D. carry a knife with point down and cutting edge away from you.

10. ______ To prevent burns in the food preparation process
A. turn pan handles toward the front of the range.
B. wear loose-fitting clothes.
C. get help to carry heavy, hot containers.
D. be sure foods put into hot grease are cold and wet.

CHAPTER 4 TEST
Emergency Proedures

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The employee who first notices a fire should immediately
   A. try to put it out alone.
   B. evacuate all persons in the building.
   C. get help.
   D. leave the premises to call the fire department.

2. ______ To extinguish a small grease fire, do any of the following EXCEPT
   A. put a lid on a pan or cover a griddle with a fire blanket.
   B. spray the fire with water.
   C. douse the fire with baking soda.
   D. turn off the burner or heating element.

3. ______ A Class A fire extinguisher will extinguish
   A. live, electrical fires.
   B. paper, wood, or cloth fires.
   C. dry chemical fires.
   D. grease, oil, gasoline, and paint fires.

4. ______ A tornado watch means
   A. conditions are such that tornadoes could develop.
   B. take cover immediately.
   C. the same as an attention alert signal.
   D. a tornado has been sighted.

5. ______ Evacuation plans should include all of the following EXCEPT
   A. require that evacuation routes be posted for customers and employees to see.
   B. require that evacuation routes be kept barrier-free at all times.
   C. be administered only by top management personnel during emergencies.
   D. include a role for all employees and supervisors in carrying out the plan.

6. ______ If a customer is choking, do all of the following EXCEPT
   A. first treat the victim for shock.
   B. deliver four sharp blows between the victim's shoulder blades.
   C. use abdominal or chest thrust first aid on the victim.
   D. act quickly to aid the victim.

7. ______ The most severe type of burn is
   A. first-degree.
   B. second-degree.
   C. third-degree.
   D. fourth-degree.

8. ______ Recommended first aid for second-degree burns before covering with a dry, sterile dressing is
A. place under cold water.
B. apply ointment to the burned area.
C. break blisters as they form.
D. place under warm water.

9. ______ For severe cuts, first quickly
A. apply a tourniquet.
B. put cold application on injured area.
C. cleanse wound with warm soapy water.
D. apply pressure, by hand, over a clean dressing.

10. ______ When a food service employee or a customer has an accident at the food service establishment, all the following should occur EXCEPT
A. the victim should receive immediate care.
B. the accident should be reported to the supervisor.
C. a written accident report should be completed.
D. the supervisor should call the victim's insurance company.

CHAPTER 5 TEST
Personnel, Equipment, and Facility Sanitation

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Sanitary, or aseptic, means free from
   A. visible soil.
   B. detergent film.
   C. disease producing microorganisms.
   D. water spots.

2. ______ A federal agency that does NOT make or enforce food sanitation standards is the
   A. Food and Drug Administration (FDA).
   B. U.S. Department of Agriculture (USDA).
   C. Bureau of Weights and Measures.
   D. U.S. Center for Disease Control.

3. ______ The food service worker's *most important* personal sanitation task is
   A. hand washing.
   B. wearing clean clothes.
   C. wearing a hair net.
   D. bathing.

4. ______ For dishwashing in a food service establishment, sanitation is ensured by
   A. heat high enough and long enough to kill microorganisms.
   B. treatment with a biological agent.
   C. use of three sinks for hand dishwashing or pot washing.
   D. all of the above.

5. ______ For sanitary hand dishwashing
   A. chemical sanitizing solutions cannot be used.
   B. immerse items in hot water at 170°F for 30 seconds in the third sink.
   C. cool the items in the third sink by dipping them in water at 60°F.
   D. towel dry all dishes and utensils.

6. ______ For sanitary machine dishwashing, the *most important* concern is to
   A. load the machine correctly.
   B. clean the dishwashing machine once a day.
   C. presoak, sort, and prerinse all dishes and utensils.
   D. maintain proper water temperatures and detergent and rinse agent levels.

7. ______ To sanitize food contact surfaces of an electric meat slicer that cannot be removed
   A. power spray for 2 to 3 minutes with a double strength sanitizing solution while the machine is operating.
   B. unplug machine and wipe food contact surfaces with a cloth dipped in a double-strength solution of chemical sanitizer.
   C. unplug the machine, pick it up, and immerse food contact surfaces in a double-strength chemical sanitizing solution.
   D. any of the above.

8. ______ Food service workers should avoid touching food contact surfaces of clean dishes and utensils, including
   A. top or sides of plates and bowls.
   B. tines of forks, blades of knives, and bowls of spoons.
   C. rims of glasses and cups.
   D. all of the above.

9. ______ To clean hard-surface floors
   A. rinsing is not necessary on a daily basis.
   B. mop along the baseboard first.
   C. finish an area about 9x12 feet before moving to adjacent areas.
   D. add an aseptic to the detergent solution.

10. ______ The *best* insurance against disease-carrying pests is to
   A. eliminate insect pests before eliminating rodent pests.
   B. store food properly and clean up spilled food promptly.
   C. use chemical pesticides regularly.
   D. report signs of pests immediately.

CHAPTER 6 TEST
Food Sanitation

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The *primary* goal of a food service sanitation program is to
   A. follw the time-and-temperature principle.
   B. protect the customer from salmonella infection.
   C. protect the food supply from chemical hazards.
   D. protect the customer from food-borne illness.

2. ______ Most cases of food-borne illness are caused by
   A. biological hazards.
   B. chemical hazards.
   C. physical hazards.
   D. poor inspection procedures.

3. ______ Microorganisms that can be transported by food but do not increase in number while in food are
   A. yeasts.
   B. molds.
   C. viruses.
   D. bacteria.

4. ______ Acidic foods should not be prepared or stored in
   A. ceramic containers.
   B. copper containers.
   C. aluminum containers.
   D. Teflon containers.

5. ______ Microorganisms thrive best in
   A. a moist environment.
   B. a warm environment.
   C. a neutral or slightly acid environment.
   D. all of the above.

6. ______ The four types of microorganisms which affect food are
   A. infections, viruses, toxins, and bacteria.
   B. bacteria, viruses, yeasts, and molds.
   C. toxins, bacteria, molds, and viruses.
   D. influenza, molds, bacteria, and virúses.

7. ______ One way to help avoid bacterial contamination is to defrost frozen foods
   A. under hot running water.
   B. in a conventional oven at low temperature.
   C. under refrigeration.
   D. at room temperature.

8. ______ The food from the meat group that should be cooked to the highest internal temperature is
A. pork.
B. poultry.
C. beef.
D. legumes.

9. ______ The time-and-temperature principle requires that all potentially hazardous food during display and service be kept at an internal temperature
A. below 32°F or above 110°F.
B. below 72°F or above 212°F.
C. below 60°F or above 80°F.
D. below 45°F or above 140°F.

10 ______ In managing leftover foods
A. wrap hot foods immediately and place in refrigerator.
B. discard custards, puddings, and creamed casseroles.
C. choose storage containers that will allow minimum food surface area.
D. all of the above.

CHAPTER 7 TEST
Nutrition

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The energy value of food is expressed in
   A. nutrients.
   B. hormones.
   C. enzymes.
   D. calories.

2. ______ Protein is necessary for
   A. amino acid development.
   B. regulating body processes and preventing common diseases.
   C. growth, repair, and maintenance of the body.
   D. providing bulk to aid in digestion.

3. ______ Sugar, starch, and cellulose are
   A. collagen compounds.
   B. carbohydrates.
   C. minerals.
   D. glycerol compounds.

4. ______ The nutrient that provides the most energy per gram is
   A. fat.
   B. carbohydrates.
   C. vitamins.
   D. protein.

5. ______ Cholesterol is found in foods high in
   A. fat-soluble vitamins.
   B. polyunsaturated fat.
   C. animal fat.
   D. incomplete protein.

6. ______ The fat soluble vitamins are
   A. sodium, chloride, and potassium.
   B. B, B_2, and C.
   C. thiamine, riboflavin, and niacin.
   D. A, D, E, and K.

7. ______ Liver is a good source of
   A. B vitamins.
   B. vitamin C.
   C. vitamin D.
   D. starch.

8. ______ Calcium and phosphorus work together to build
   A. trace minerals.
   B. bones and teeth.
   C. vitamin D.
   D. blood cells.

9. ______ Foods rich in vitamin C include
A. citrus fruits.
B. milk products.
C. breads and cereals.
D. all of the above.

10. ______ Foods rich in iron include
A. fresh fruits.
B. egg yolks.
C. milk.
D. all of the above.

11. ______ In the Daily Food Guide, peanut butter is part of the
A. vegetable and fruit group.
B. fats, sweets, and alcohol group.
C. meat and legumes group.
D. bread and cereal group.

12. ______ Which of the following is NOT one of the USDA dietary guidelines?
A. Avoid too much starch and fiber.
B. Avoid too much fat, saturated fat, and cholesterol.
C. Avoid too much sodium.
D. Eat a variety of foods.

13. ______ Spaghetti and lasagna are foods which are part of the
A. New England culture.
B. Mexican culture.
C. Texas culture.
D. Italian culture.

14. ______ Compared with adolescents, adults have a lower need for
A. protein.
B. calcium.
C. calories.
D. all of the above.

15. ______ Lunch should
A. be skipped by persons on a diet.
B. include one serving from each of the basic four food groups.
C. be the heaviest meal of the day.
D. include two dishes plus a dessert and a beverage.

CHAPTER 8 TEST
Special Diets

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Cycle menus
   A. cover a period of six months to a year.
   B. save time in menu planning.
   C. are used in schools but not in hospitals.
   D. are the responsibility of entry-level dietary aides.

2. ______ Young children usually like
   A. crunchy foods.
   B. foods they can hold.
   C. foods from their culture.
   D. all of the above.

3. ______ Texas minimum standards for child care centers require that food served a child cared for from five to nine hours a day meet at least
   A. one-fourth of the child's daily food needs.
   B. one-third of the child's daily food needs.
   C. one-half of the child's daily food needs.
   D. the calorie requirements for one meal.

4. ______ Foods listed in the School Lunch and Breakfast Patterns are taken from the
   A. nutrient list.
   B. Guidelines for Health Care Facilities.
   C. Daily Food Guide.
   D. Seven Dietary Guidelines for Americans.

5. ______ Dining room service in nursing homes helps residents
   A. show an interest in their personal appearance.
   B. improve their appetites.
   C. improve their morale and sociability.
   D. all of the above.

6. ______ A therapeutic diet is ordered by a
   A. doctor.
   B. dietitian.
   C. floor supervisor.
   D. any of the above.

7. ______ A soft diet could include
   A. dry cereal, hot bread, apple slices.
   B. soft fried eggs, tender meat, toasted white bread.
   C. gelatin, broth, apple juice.
   D. broiled steak, raw vegetables, fresh orange slices.

8. ______ An exchange list allows
A. meat to be exchanged for fruit.
B. cooked cereals to be exchanged for raw vegetables.
C. carbohydrate foods to be exchanged for protein foods.
D. bread to be exchanged for cooked cereal or mashed potato.

9. ______ On a sodium restricted diet, the following foods should be avoided:
A. raw carrots, broccoli, and cauliflower.
B. milk, cheese, and yogurt.
C. bacon, ham, olives, potato chips.
D. oatmeal, bread, and pasta.

10. ______ Extra nourishments suitable for the hospital patient on a general diet could include
A. fruit juice and a wafer.
B. hamburger and French fries.
C. candy and nuts.
D. chicken bits.

CHAPTER 9 TEST
Tools and Utensils

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Utensils are
   A. used for measuring ingredients.
   B. containers for holding food.
   C. hand-held equipment such as knives.
   D. all of the above.

2. ______ Tools for measuring dry ingredients should have
   A. a pouring lip or spout.
   B. a rim above the "full cup" line.
   C. graduated measurements marked for ounces.
   D. no rim or pouring spout.

3. ______ To measure brown sugar
   A. sift before measuring.
   B. pack when measuring.
   C. heat before measuring.
   D. crumble loosely before measuring.

4. ______ The type of thermometer used to check the internal temperature of large pieces of meat or poultry is the
   A. probe-type thermometer.
   B. dial-type thermometer.
   C. thermostat.
   D. fat thermometer.

5. ______ The type of knife to use for disjointing fowl or separating meat from the bone is the
   A. cleaver.
   B. paring knife.
   C. boning knife.
   D. French knife.

6. ______ Wooden cutting boards are not used in food service establishments because they are
   A. too expensive.
   B. less attractive than other types.
   C. nonporous.
   D. less sanitary than other types.

7. ______ Ladles are used for
   A. transferring foods from one container to another.
   B. lifting soups, gravies, and sauces.
   C. portioning foods.
   D. all of the above.

8. ______ A utensil used to drain cooked foods like pasta is a
A. colander.
B. China cap.
C. stock pot.
D. strainer.

9. ______ A large cooking utensil with straight sides, a handle on each side, and a cover is a
A. saute pan.
B. stock pot.
C. sauce pan.
D. braiser.

10. ______ A samovar
A. is an au gratin dish.
B. is placed under utensils for heating.
C. dispenses hot liquids.
D. keeps meat out of the juices in a roasting pan.

CHAPTER 10 TEST
Food Preparation Equipment

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1\. ______ The balance scale is used for
A. scaling dough for uniform-sized loaves.
B. weighing dry ingredients such as beans, cheese, and fruits.
C. weighing portions of food and rolls.
D. weighing batters and mixes.

2\. ______ The part of the can opener which comes in contact with food and should be wiped clean after each use is the
A. handle.
B. blade.
C. base.
D. shank.

3\. ______ To clean a food slicer
A. unplug the machine.
B. wash removable parts in a hot detergent solution.
C. wipe machine surfaces with a clean cloth dampened in a detergent solution.
D. all of the above.

4\. ______ In commercial food mixers, the wire whip is used for
A. heavy doughs.
B. combining shortening and flour.
C. incorporating air into light mixtures.
D. general mixing.

5\. ______ Use a pusher to push the food through when using
A. a meat and food chopper.
B. a food processor.
C. both of the above.
D. none of the above.

6\. ______ An urn is a coffee container with a
A. handle.
B. faucet.
C. decanter.
D. steamer.

7\. ______ To prevent bacterial growth, the type of dispenser that must be thoroughly cleaned daily dispenses
A. syrups and toppings.
B. soft drinks.
C. dairy products.
D. tea.

8. _______ An exhaust hood should be placed over
- A. range tops, grills, broilers, deep-fat fryers.
- B. compartment steamers, convection steamers, steam-jacketed kettles.
- C. stack ovens, convection ovens, carousel ovens.
- D. all of the above.

9. _______ In steamers, as the pressure increases the
- A. food cooks more slowly.
- B. gauge records the internal temperature.
- C. temperature decreases.
- D. temperature increases.

10. _______ A convection oven differs from a regular oven in that
- A. a fan forces hot air through the oven.
- B. the oven has revolving trays to hold the food.
- C. the oven is brick-lined to hold the heat.
- D. the oven is a combination microwave/conventional oven.

47

CHAPTER 11 TEST
Cold Storage, Serving, and Cleaning Equipment

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. _____ The foods that require the lowest refrigeration temperature are
   - A. dairy products.
   - B. raw fruits and vegetables.
   - C. meat, poultry, fish, and cooked food.
   - D. cereal products.

2. _____ All items placed in the freezer should be wrapped to prevent
   - A. temperature fluctuation.
   - B. spoilage.
   - C. hydration.
   - D. freezer burn.

3. _____ A substance that helps prevent odors in refrigerators and freezers is
   - A. baking soda.
   - B. baking powder.
   - C. salt.
   - D. cream of tartar.

4. _____ A deep pot for holding hot water with another pot holding food placed inside to keep warm is a(n)
   - A. steam table.
   - B. infrared warmer.
   - C. bain-marie.
   - D. rollwarmer.

5. _____ A refrigerated cabinet with shelves for salad storage is a(n)
   - A. ice-bain-marie.
   - B. salad case.
   - C. mobile refrigerator.
   - D. cold cart.

6. _____ In general, holding and serving equipment should be cleaned
   - A. after each use.
   - B. before each use.
   - C. daily.
   - D. monthly.

7. _____ In commercial food establishments, pots and pans are usually washed in a
   - A. two compartment sink, with one compartment for washing, one for rinsing.
   - B. three compartment sink, with compartments for washing, rinsing and sanitizing.
   - C. single tank commercial dishwasher.
   - D. flight-type commercial dishwasher.

8. ______ For proper thermal sanitizing in a commercial dishwashing machine, the final rinse should be at a minimum temperature of
A. 200°F.
B. 180°F.
C. 160°F.
D. 140°F.

9. ______ After the grinding action of a garbage disposer is complete, allow the disposer to run at least
A. one minute longer.
B. two minutes longer.
C. three minutes longer.
D. five minutes longer.

10. ______ The work flow in a food service work station is usually
A. determined by access to the dishwashing area.
B. determined by the floor plan.
C. from right-to-left.
D. from left-to-right.

CHAPTER 12 TEST
Food and Supplies

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The form used for ordering food and supplies is a(n)
   A. ledger.
   B. accounting record.
   C. shipping ticket.
   D. purchase order.

2. ______ Standards for the wholesomeness of food are established by
   A. the U.S. Department of Agriculture (USDA).
   B. the Food and Drug Administration (FDA).
   C. state and local governments.
   D. all of the above.

3. ______ Nutrition labeling is required on
   A. all foods.
   B. all canned and frozen foods.
   C. foods with nutrients added or for which nutritional claims are made.
   D. foods that do not provide at least 50 percent of U.S. RDA.

4. ______ The best listing of a needed product on a requisition form would be
   A. three No. 10 cans of French-cut green beans.
   B. three cans green beans.
   C. French cut beans.
   D. No. 10 can green beans with peppers.

5. ______ In "blind receiving," the receiving clerk
   A. receives no information about what has been ordered and must count or weigh every item delivered.
   B. accepts the items delivered, signs the delivery ticket, and checks the accuracy of the delivery later.
   C. checks the total weight of the delivery without counting or checking weights of individual items.
   D. none of the above.

6. ______ Unfrozen meat should be delivered at
   A. 70°F or below.
   B. 48°F or below.
   C. 40°F or below.
   D. 32°F or below.

7. ______ Foods should be used on a
   A. check in, check out basis.
   B. first come, first serve basis.
   C. last date, first date basis.
   D. first in, first out basis.

8. ______ Most freezers used in food service establishments
A. are designed for storing only already-frozen foods.
B. are capable of processing unfrozen foods.
C. are called plate freezers.
D. maintain an air temperature between 0°F and +10°F.

9. ______ Dry storage areas should
A. be air-tight.
B. have relative humidity below 30 percent.
C. be well ventilated.
D. have maximum temperatures from 72°F - 80°F.

10. ______ To take a physical inventory
A. call out items in order on the shelf and record them on the inventory sheet.
B. call out items on the inventory sheet and locate them on the shelf.
C. work alone so you won't be disturbed.
D. tabulate written records of food and supplies delivered and issued.

CHAPTER 13 TEST
Food Preparation Techniques

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The item which is *not* part of a standard recipe is
   - A. cooking methods, temperatures, and time.
   - B. yield in cups, quarts, or gallons.
   - C. amount of ingredients in order of weight or volume.
   - D. all of the above.

2. ______ The standard substitution for 1 teaspoon baking powder is
   - A. 1 t. cream of tartar.
   - B. 1/4 t. salt and 1/2 t. cornstarch.
   - C. 1/2 t. cornstarch and 1/2 t. soda.
   - D. 1/4 t. soda and 1/2 t. cream of tartar.

3. ______ A 32 oz. can yields approximately
   - A. 4 cups.
   - B. 3 1/2 cups.
   - C. 3 cups.
   - D. 2 1/2 cups.

4. ______ If the recipe you plan to use yields 50 servings, but you want to serve 75 persons, increase each ingredient by
   - A. 200 percent.
   - B. 175 percent.
   - C. 150 percent.
   - D. 133 percent.

5. ______ To increase or decrease recipes whose measures are expressed in pounds, cups, and tablespoons, first convert each measure in the recipe to
   - A. the next largest unit.
   - B. the next smallest unit.
   - C. metric measures.
   - D. percentages.

6. ______ Dry heat cooking methods include
   - A. sauteeing, broiling, and pressure cooking.
   - B. braising, griddle frying, and roasting.
   - C. baking, roasting, and broiling.
   - D. any combination of the above.

7. ______ Paprika is a(n)
   - A. condiment.
   - B. herb.
   - C. extract.
   - D. spice.

8. ______ Convenience foods may save
A. cost.
B. production time.
C. food waste.
D. all of the above.

9. ______ To determine the time to begin preparation of a food
A. plan ahead step by step to serving time.
B. plan back step by step from serving time.
C. let each worker develop a production schedule.
D. let workers sign up for use of equipment.

10. ______ Standard portions
A. ensure that everyone gets the same serving size.
B. are in approximate proportion to the weight of the customer.
C. apply only to entrees and desserts.
D. depend on the size of the serving plate.

CHAPTER 14 TEST
Beverages

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ A glass, glass should never be dipped into an ice machine to fill because
   A. heat from the glass will melt the ice it touches.
   B. glasses are rarely sanitary.
   C. an ice scoop is more efficient.
   D. the glass could chip or break in the ice.

2. ______ Because Americans drink more coffee than any other beverage, the quality and quantity of coffee served often influences
   A. sanitation inspection standards.
   B. the variety of other beverages served.
   C. judgments of the food service establishment.
   D. whether or not ice water is served.

3. ______ In making brewed coffee, if the ground coffee is too fine, the coffee will be
   A. murky.
   B. weak.
   C. strong.
   D. bitter.

4. ______ Coffee makers should be cleaned after each use because
   A. bacteria develop rapidly in coffee.
   B. coffee contains an oil that collects on surfaces and leaves a bitter taste.
   C. the activated charcoal forms a sediment.
   D. hard water sediments collect inside the coffee maker and plug the spout.

5. ______ Make coffee frequently and in small amounts because
   A. less electricity is needed.
   B. the coffee grounds can be reused.
   C. the coffee will stay hotter.
   D. the flavor and fragrance deteriorates.

6. ______ For making hot tea, loose tea or tea bags should first be placed in water that is
   A. lukewarm.
   B. boiling.
   C. almost-boiling.
   D. room temperature.

7. ______ Skim milk
   A. contains no butterfat.
   B. contains less than one percent butterfat.
   C. is used in chocolate milk.
   D. has flecks of butter throughout.

8. ______ When serving milk shakes, fill the cup
   A. to near overflowing, unless it is "to go."
   B. three-fourths full.
   C. to within one half inch of the top.
   D. only to the fill line.

9. ______ Combinations of fruit juices are usually called
   A. punch.
   B. fruit cocktails.
   C. appetizers.
   D. breakfast beverages.

10. ______ To reduce foaming when dispensing carbonated soft drinks
   A. fill the cup with ice.
   B. use a chilled cup.
   C. tilt the cup when dispensing.
   D. all of the above.

CHAPTER 15 TEST
Cold Sandwiches

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ A type of sandwich with only one slice of bread is a(n)
   A. open-faced.
   B. tea.
   C. club.
   D. regular.

2. ______ The sandwich that is *not* made with a specialty bread is
   A. croissant.
   B. submarine.
   C. decker.
   D. pocket.

3. ______ The bread that is *not* a yeast bread is
   A. rye.
   B. croissant.
   C. hot dog bun.
   D. Boston brown.

4. ______ Bread used for cold sandwiches should be refrigerated for 24 hours because it will
   A. be easier to spread.
   B. not be stale.
   C. absorb the spread more easily.
   D. all of the above.

5. ______ The best spread for sandwiches made in advance of serving is
   A. catsup.
   B. mayonnaise.
   C. butter or margarine.
   D. mustard.

6. ______ The filling that requires special precautions to prevent salmonella contamination is
   A. tuna salad.
   B. ham and cheese.
   C. sliced cheese.
   D. thin-sliced chicken.

7. ______ The sandwich ingredient that needs to be removed from the refrigerator in advance of cold sandwich preparation is
   A. garnish.
   B. bread.
   C. filling.
   D. butter.

8. ______ For efficiency (right-handed worker) when preparing sandwiches
A. learn to do most tasks using the left hand.
B. alternate right and left hands for identical tasks.
C. work from right to left.
D. use both hands whenever possible.

9. ______ The item that is *not* a garnish for a sandwich is
A. carrot curls.
B. French fries.
C. parsley sprigs.
D. stuffed sliced olives.

10. ______ To hold sandwiches for later serving
A. wrap or cover with moisture-proof wrapping.
B. label for easy identification.
C. refrigerate with wrapping in place.
D. all of the above.

CHAPTER 16 TEST
Salads

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The item below that is *not* a type of salad is
   A. molded.
   B. combination.
   C. marinade.
   D. arranged.

2. ______ Menu uses of salad include
   A. dessert, accompaniment, and entree.
   B. dessert, entree, and appetizer.
   C. appetizer, entree, and accompaniment.
   D. all of the above.

3. ______ The three basic types of salad dressing are
   A. French, mayonnaise, and cooked.
   B. Italian, Russian, and Greek.
   C. thin, smooth, and thick.
   D. fresh, reconstituted, and cooked.

4. ______ Cooked dressings are thickened with
   A. an oil emulsion or cheese.
   B. mayonnaise or mustard.
   C. dried potato flakes or pasta.
   D. egg, cornstarch, or flour.

5. ______ Salad ingredients may be
   A. greens, fruits, vegetables.
   B. frozen, freeze-dried, some leftover foods.
   C. meat, poultry, fish, eggs, cheese.
   D. all of the above.

6. ______ To prepare salad greens
   A. rinse quickly in warm water, then in cold.
   B. crisp in the freezer for 15 minutes.
   C. handle gently to prevent bruising.
   D. cut with a carbon steel knife.

7. ______ To prepare molded salads
   A. dissolve gelatin in a hot liquid.
   B. add solid ingredients when the gelatin is lukewarm.
   C. avoid quick congealing methods that use ice.
   D. unmold at least 2 hours before serving.

8. _______ The salad most subject to bacterial contamination is made of
A. gelatin and raw vegetables.
B. protein foods and mayonnaise.
C. tossed salad greens with oil and vinegar.
D. fruit slices and lettuce leaf.

9. _______ A suitable topping for a tossed green salad is
A. oil and vinegar.
B. croutons.
C. gelatin cubes.
D. all of the above.

10. _______ Very cold temperatures may cause salad dressings to
A. become rancid.
B. become bitter tasting.
C. separate or become cloudy.
D. spoil when returned to room temperature.

CHAPTER 17 TEST
Appetizers

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The item below that is *not* an appetizer is
A. soup.
B. cocktail.
C. entree.
D. relish.

2. ______ A type of appetizer that is an open-faced sandwich is
A. aspic.
B. canape.
C. consomme.
D. quiche.

3. ______ Ham and cream cheese rolls would be a(n)
A. hor d'oeuvre.
B. base.
C. canape.
D. croquette.

4. ______ The purpose of an appetizer is to
A. dull the appetite before a meal.
B, stimulate the appetite before a meal.
C. give the cook more time to prepare the meal.
D. provide food to eat with beverage cocktails before a meal.

5. ______ The spread for a canape is usually based on
A. cream cheese.
B. aspic.
C. mustard or catsup.
D. butter or margarine.

6. ______ An appropriate appetizer salad is made of
A. seafoods.
B. tart fruits.
C. salad greens.
D. all of the above.

7. ______ Hor d'oeuvres should be served
A. hot or cold.
B. at room temperature.
C. frozen.
D. lukewarm.

8. ______ An appropriate garnish for a fruit beverage cocktail is
A. shrimp.
B. relish.
C. mint.
D. all of the above.

9. ______ Appetizers, as well as other foods, should be prepared, served, and stored outside the temperature danger zone of

A. 40° to 140°F.
B. 72° to 110°F.
C. 90° to 100°F.
D. 55° to 170°F.

10. ______ For right-handed workers, the work flow for an assembly line for preparing appetizers should be from

A. left to right.
B. right to left.
C. hot foods to cold foods.
D. cold foods to hot foods.

CHAPTER 18 TEST
Soups and Sauces

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The first step in making stock from scratch is to
A. boil vegetables, herbs, and spices.
B. simmer meat, fish, or poultry scraps.
C. bring a protein food, an acid food, and vegetables to a boil.
D. brown scraps of meat in the oven.

2. ______ The type of stock made from raw bones and scraps of veal or chicken is
A. poultry stock.
B. fish stock.
C. white stock.
D. brown stock.

3. ______ Roux, used to thicken certain soups, consists of
A. rice or barley.
B. potatoes or noodles.
C. milk and flour.
D. fat and flour.

4. ______ A hearty soup suitable for a main dish is
A. puree.
B. consomme.
C. cream soup.
D. gazpacho.

5. ______ Cream soups are made from
A. beef stock.
B. a milk base.
C. a broth base.
D. poultry stock.

6. ______ A soup made in a double boiler to prevent scorching is
A. cream soup.
B. puree.
C. minestrone.
D. bouillon.

7. ______ A garnish that would *not* be appropriate for a hot soup is
A. grated cheese.
B. croutons.
C. whipped cream.
D. parsley.

8. ______ Hollandaise sauce is a(n)
   A. egg sauce.
   B. white sauce.
   C. butter sauce.
   D. brown sauce.

9. ______ Cooked fruit sauces are thickened with
   A. flour.
   B. roux.
   C. cornstarch.
   D. eggs.

10. ______ The soups and sauces that spoil most quickly are made from
   A. a tomato and spice base.
   B. a fruit and sweetener base.
   C. a butter and flour base.
   D. a milk and egg base.

CHAPTER 19 TEST
Meat, Poultry, and Fish

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ An entree is
A. an accompaniment.
B. the dessert course.
C. the appetizer course.
D. the main course.

2. ______ Less tender cuts of beef include
A. loin and rib.
B. sweetbreads and liver.
C. round and flank.
D. porterhouse and club.

3. ______ The item that is *not* a type of poultry is
A. capon.
B. trussing.
C. broiler.
D. roaster.

4. ______ Freshwater finfish include
A. haddock, whiting, halibut.
B. whitefish, brook trout, catfish.
C. crayfish, crabs, shrimp.
D. all of the above.

5. ______ The product that is less likely to be sold in a cured form is
A. pork.
B. beef.
C. fish.
D. poultry.

6. ______ Quality beef will
A. have white, hard bones with a little red in the center.
B. be bright red in color.
C. have firm white fat on the outside with marbling throughout.
D. all of the above.

7. ______ The highest quality USDA grade of poultry is designated by the letter
A. A.
B. B.
C. C.
D. D.

8. ______ A distinguishing quality of fresh finfish is
A. loose flesh.
B. light pink gills.
C. bulging clear eyes.
D. all of the above.

9. ______ A storage principle that applies to meat, poultry, and fish is
A. store unopened canned products in the refrigerator.
B. do not refreeze after thawing.
C. use fresh products stored in the refrigerator within three days.
D. all of the above.

10. ______ The most tender cuts of beef have bones that are
A. long, round, or curved.
B. curved, T-shaped, or round.
C. T-shaped, long, or curved.
D. round, long, T-shaped.

11. ______ Pork should always be cooked to well-done (internal temperature of 165°F) to prevent a disease called
A. salmonella.
B. trichinosis.
C. staphylococcus.
D. botulism.

12. ______ The product that requires the least cooking time is
A. fish.
B. poultry.
C. beef.
D. lamb.

13. ______ An appropriate cooking method for older, less tender, poultry is
A. roasting.
B. braising.
C. broiling.
D. frying.

14. ______ Lean finfish are best prepared by
A. boiling, simmering, or smoking.
B. steaming, sauteeing, or deep-frying.
C. broiling, barbecuing, baking.
D. stewing, fricasseeing, or pan-frying.

15. ______ A convenience form of meat, poultry, and fish is
A. preportioned.
B. canned.
C. frozen.
D. all of the above.

CHAPTER 20 TEST
Eggs and Cheese

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Most recipes are developed to use
A. small or medium eggs.
B. medium or large eggs.
C. large or extra large eggs.
D. extra large or jumbo eggs.

2. ______ Lower grade eggs have
A. a darker color shell.
B. more egg white.
C. a rounder yolk.
D. more air space.

3. ______ High temperatures and overcooking cause the protein in eggs to
A. discolor.
B. curdle.
C. toughen.
D. all of the above.

4. ______ Eggs cooked in the shell should be
A. simmered.
B. boiled.
C. hard-boiled.
D. boiled then simmered.

5. ______ In mayonnaise, eggs are used as a(an)
A. binder.
B. clarifier.
C. emulsifier.
D. thickener.

6. ______ The form of egg most suitable as a garnish is a(an)
A. omelet.
B. hard-cooked egg.
C. scrambled egg.
D. oven-fried egg.

7. ______ Eggs may be purchased
A. fresh, frozen, or dried.
B. whole, whites only, or yolks only.
C. in liquid, solid, or powder form.
D. all of the above.

8. ______ The most suitable garnish for an omelet is
A. parsley and pimento.
B. cream cheese and sweet cherries.
C. shredded cabbage and carrot curls.
D. cinammon and whole cloves.

9. _______ Most egg dishes
A. can be frozen and reheated without loss of quality.
B. can be stored in the refrigerator for up to one week.
C. should be served immediately.
D. can be held on a steam table for 2-3 hours without loss of quality.

10. _______ A popular semihard cheese is
A. Parmesan.
B. blue.
C. Cheddar.
D. mozzarella.

11. _______ A cheese that melts easily without curdling is
A. cottage.
B. brick.
C. Swiss.
D. process.

12. _______ The USDA inspection shield on cheese ensures that the cheese is of good quality and
A. was produced under sanitary conditions.
B. has good texture.
C. has good flavor.
D. all of the above.

13. _______ Cheese may be used as a(an)
A. main dish.
B. garnish.
C. appetizer.
D. all of the above.

14. _______ Cheese should be cooked at a
A. high temperature for a short time.
B. low temperature for a short time.
C. high temperature for a long time.
D. low temperature for a long time.

15. _______ Which of the following is true about storage of cheese and cheese dishes?
A. Hard cheeses spoil more quickly than soft cheeses.
B. Cheese dishes can be stored and reheated successfully.
C. The butterfat in cheese melts at room temperature.
D. All of the above.

CHAPTER 21 TEST
Cereals and Pastas

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Cereals and pastas are made from
A. wheat, corn, and oats.
B. rice, barley, and corn.
C. oats, rye, and buckwheat.
D. all of the above.

2. ______ In regard to cereal grain products, whole grain means the same as
A. unrefined.
B. enriched.
C. fortified.
D. converted.

3. ______ Polished or white rice
A. has had only the hull removed in processing.
B. has been treated to retain the nutrients.
C. is not actually rice but the seed of a wild grass.
D. is the endosperm of the rice kernel.

4. ______ Lasagna is a pasta in the shape of
A. shells.
B. rods.
C. ribbon-like strips.
D. tubes.

5. ______ Convenience cereals that require only the addition of boiling water or milk are classified as
A. pre-cooked.
B. instant.
C. ready-to-eat.
D. converted.

6. ______ Grain products are suitable for which part(s) of a meal?
A. salad.
B. entree.
C. dessert.
D. all of the above.

7. ______ Which of the following does *not* happen as cereals and pastas cook?
A. The starch in the products changes color.
B. The starch in the products absorbs water.
C. Steam erupts the starch granules.
D. The starch gelantinizes or thickens.

8. ______ Excessive stirring during the cooking of cereals and pastas causes the products to become
A. tough.
B. watery.
C. sticky.
D. all of the above.

9. ______ To prevent lumping of cereal granules during cooking
A. stir the granules into a small amount of hot tap water before adding to boiling water.
B. pour the granules slowly into boiling water while stirring.
C. add all the granules at once to boiling water and then stir.
D. add the granules to cold water and bring to a boil.

10. ______ In general, hot cereals and pastas should be
A. prepared as close to serving time as possible.
B. left uncovered to release excess moisture.
C. served hot or cold depending on season.
D. all of the above.

CHAPTER 22 TEST
Vegetables and Fruits

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Examples of pomes and drupes are
   A. potatoes and cabbage.
   B. apples and peaches.
   C. corn and cucumber.
   D. oranges and avocados.

2. ______ A flat is
   A. a large, oblong box separated into two sections.
   B. used for packing potatoes and onions.
   C. a large heavy cardboard box of wrapped or unwrapped fruits and vegetables.
   D. a carton which holds twelve baskets of small fruits or vegetables.

3. ______ Fruits are used in(as)
   A. accompaniments, salads, snacks.
   B. soups, breads, beverages.
   C. desserts, appetizers, garnishes.
   D. all of the above.

4. ______ Pare fruits and vegetables thinly because
   A. the flavor-producing parts are concentrated under the skin.
   B. thin skins are best for deep-fat frying.
   C. vitamins and minerals are concentrated under the skin.
   D. all of the above.

5. ______ A vegetable in Julienne form has been
   A. shredded.
   B. diced.
   C. minced.
   D. sliced.

6. ______ Cook fresh vegetables and fruits in as little water as possible, for
   A. less than 10 minutes.
   B. more than 10 minutes.
   C. as short a time as possible.
   D. as long a time as possible.

7. ______ When fruits are cooked with sugar, they will
   A. lose their shape.
   B. retain their shape.
   C. lose their color.
   D. retain their color.

8. ______ Stir-frying is a type of
A. free steaming.
B. scalloping.
C. deep-fat frying.
D. sauteeing.

9. ______ Appropriate garnishes for most vegetables are
A. fruits of contrasting colors.
B. shaved chocolate, maraschino cherries, strawberries.
C. almonds, pearl onions, buttered bread crumbs.
D. all of the above.

10. ______ Fresh fruits which darken after cutting should be treated with
A. ascorbic acid or lemon juice.
B. salt or baking soda.
C. saccharin or other sweetener.
D. any of the above.

CHAPTER 23 TEST
Breads

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. _______ Quick breads include
   - A. doughnuts, Danish pastries, and coffee cakes.
   - B. biscuits, doughnuts, and popovers.
   - C. muffins, cornbread, and waffles.
   - D. pancakes, doughnuts, and sweet rolls.

2. _______ Gluten forms the elastic framework in breads made from
   - A. white flour.
   - B. hard wheat flour.
   - C. all-purpose flour.
   - D. all of the above.

3. _______ As an ingredient in yeast bread, salt
   - A. improves the flavor.
   - B. keeps the gluten from becoming tough.
   - C. speeds up the action of the yeast.
   - D. all of the above.

4. _______ The base of pizza is made of
   - A. quick bread dough.
   - B. yeast bread dough.
   - C. either quick bread or yeast bread dough.
   - D. neither quick bread nor yeast bread dough.

5. _______ In the muffin method of preparing quick breads
   - A. dry ingredients and liquid ingredients are mixed separately, then combined.
   - B. the mixture is stirred just enough to moisten the dry ingredients.
   - C. the batter should appear lumpy.
   - D. all of the above.

6. _______ In the biscuit method of preparing quick breads
   - A. a pastry blender is used to cut the fat into the flour mixture.
   - B. the batter is stirred until all the flour is moistened.
   - C. the cut pieces are baked in greased biscuit tins.
   - D. all of the above.

7. _______ The most popular method for making yeast breads in food service establishments is the
   - A. sponge-dough method.
   - B. straight-dough method.
   - C. kneading method.
   - D. batter method.

8. ______ Convenience bread products available to food service establishments include
   A. fresh yeast and dried yeast.
   B. fermenting and proofing agents.
   C. crescent roll and Danish pastry cutters.
   D. biscuit mixes and canned biscuits.

9. ______ Breads served at the table are covered with a napkin to
   A. retain flavor.
   B. prevent hydration.
   C. retain warmth.
   D. prevent contamination.

10. ______ To hold and store breads
   A. cool and wrap in an air-tight moisture-proof container.
   B. wrap hot bread in a damp, clean towel.
   C. cook until warm, wrap loosely, and store in refrigerator.
   D. keep in freezer for no longer than two weeks.

CHAPTER 24 TEST
Desserts and Cookies

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. _______ A type of fruit dessert is a(an)
   A. trifle.
   B. souffle.
   C. betty.
   D. baked Alaska.

2. _______ A convenience dessert product used by many food service establishments is
   A. cookies from a bakery.
   B. commercially prepared ice cream.
   C. whipped topping in a pressurized can.
   D. all of the above.

3. _______ A mousse is made by
   A. freezing a Bavarian cream.
   B. baking a soft custard.
   C. beating egg white into a gelatin cream.
   D. thickening a charlotte with eggs.

4. _______ A dessert appropriately served in a tall clear glass is a
   A. souffle.
   B. Spanish flan.
   C. fruit compote.
   D. baked custard.

5. _______ After preparation, puddings and custards should be
   A. served piping hot.
   B. refrigerated immediately.
   C. allowed to cool at room temperature.
   D. placed immediately in the freezer to cool.

6. _______ A semi-soft dough is used for
   A. bar cookies.
   B. rolled cookies.
   C. drop cookies.
   D. all of the above.

7. _______ To prepare refrigerator cookies
   A. choose a recipe with a high proportion of shortening.
   B. wrap and chill the dough in long rolls.
   C. slice chilled dough and place on baking sheets.
   D. all of the above.

8. _______ When being iced, cookies should be
A. cool.
B. warm.
C. spread with an egg wash.
D. rolled in powdered sugar.

9. _______ Bar cookies are appropriately served
A. a la mode.
B. with a sauce.
C. on a doily.
D. all of the above.

10. _______ A 12 x 20 inch pan of bar cookies yields
A. 48 2 x 2 1/2 inch cookies.
B. 60 3 1/2 x 2 inch cookies.
C. 96 2 x 2 inch cookies.
D. 128 1 x 3 inch cookies.

CHAPTER 25 TEST
Cakes and Icings

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Foam cakes differ from shortened cakes in that
   A. foam cakes usually do not contain shortening.
   B. shortened cakes usually do not use an egg foam.
   C. they are different in appearance, texture, and flavor.
   D. all of the above.

2. ______ White cakes are white because
   A. no eggs are used.
   B. only the egg whites are used.
   C. baking powder is used.
   D. cream of tartar is used.

3. ______ Cakes are used for
   A. snacks, appetizers, entrees.
   B. accompaniments, garnishes, toppings.
   C. desserts, snacks, and special occasions.
   D. all of the above.

4. ______ A master cake mix has all the following EXCEPT
   A. flour, chemical leavener, salt.
   B. fat.
   C. flavoring.
   D. dry milk.

5. ______ In the creaming method of mixing cakes
   A. add the eggs to a creamed mixture of shortening and sugar.
   B. mix the eggs with the milk and flavoring.
   C. beat the egg whites with cream of tartar and salt.
   D. add the egg yolks with oil, water, and flavorings.

6. ______ Pans for angel food and chiffon cakes are
   A. greased on the bottom only.
   B. greased on the sides only.
   C. greased on the bottom and sides.
   D. left ungreased.

7. ______ Shortened cakes should be removed from the pan while they are still warm to
   A. keep the top from becoming dry.
   B. keep the bottom from becoming soggy.
   C. prevent falling.
   D. cool the cake up-side-down.

8. _______ Icings
   A. are thick, fluffy, and spreadable.
   B. can also be used as fillings.
   C. are thin and pourable.
   D. all of the above.

9. _______ Fondant
   A. is made from boiling sugar, water, and cream of tartar.
   B. may be used alone as an icing.
   C. may be used as the base for frostings.
   D. all of the above.

10. _______ When frosting a layer cake
   A. frost the top first, then the sides.
   B. ice it first to make it easier to frost.
   C. place the first layer top down.
   D. use a spatula dipped in iced water.

CHAPTER 26 TEST
Pastry and Pies

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Single serving pies are called
   A. crullers.
   B. turnovers.
   C. tarts.
   D. Napoleons.

2. ______ A main dish pastry product is a(n)
   A. eclair.
   B. choux.
   C. cruller.
   D. quiche.

3. ______ A convenience pastry product is
   A. puff paste.
   B. choux paste.
   C. uncooked frozen pie shells.
   D. pastry flour.

4. ______ The type of pastry most often used in food service is
   A. pizza dough.
   B. pie crust.
   C. puff pastry.
   D. double-crust.

5. ______ For a flaky pastry crust
   A. mix the shortening and flour until lumps the size of peas are formed.
   B. mix the shortening and flour to the consistency of cornmeal.
   C. use less shortening than for a less tender crust.
   D. use lukewarm water instead of iced water.

6. ______ The edge of a pie crust is finished by
   A. docking.
   B. fluting.
   C. venting.
   D. washing.

7. ______ Chiffon pie fillings are made by
   A. baking a milk and egg mixture in a single crust shell.
   B. filling a single pie crust with softened ice cream and refreezing.
   C. folding egg whites or whipped cream into a cream or fruit filling.
   D. adding banana, butterscotch, chocolate, or coconut to a custard filling.

8. ______ Compared to whipped cream made from scratch, convenience forms of whipped cream
A. are less expensive.
B. remain stable longer.
C. are easier to mix and/or use.
D. all of the above.

9. ______ Pastries are best served the day they are made because as pastries are stored
A. top crusts become flaky.
B. some fillings will spoil quickly.
C. bottom crusts become dry and tough.
D. they should not be refrigerated.

10. ______ In regard to garnishing and serving pastries and pies
A. pastries with cream, chiffon, or custard fillings are served cold.
B. rich pastries are usually served a la mode.
C. deep dish fruit pies are usually served ungarnished.
D. all of the above.

CHAPTER 27 TEST
Basic Service Skills

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The personality of a food service worker is reflected to customers by
   - A. attitude.
   - B. action.
   - C. personal appearance.
   - D. all of the above.

2. ______ Among other listening skills, being a good listener involves
   - A. speaking actively.
   - B. maintaining eye contact.
   - C. avoiding nonverbal expressions.
   - D. all of the above.

3. ______ A business customer with a client will likely
   - A. want a leisurely meal.
   - B. be budget-minded.
   - C. ask about calorie levels.
   - D. choose a fast food establishment.

4. ______ To effectively handle a guest who complains about the way a food item is prepared
   - A. distract the guest with conversation.
   - B. ask the guest to leave the establishment.
   - C. apologize and exchange the food item without a fuss.
   - D. first call the manager.

5. ______ To best please a customer with a small child
   - A. provide leisurely service.
   - B. bring a newspaper to the customer.
   - C. seat the child so the child can see other customers.
   - D. with parents' permission, provide a cracker for the child.

6. ______ The three most common areas of conflict among food service workers involve
   - A. setting tables, bussing tables, resetting tables.
   - B. stocking, replenishing, and using the service stand.
   - C. bussing tables, replenishing the service stands, choosing work stations.
   - D. order pick up, cleanliness of service stands, and gratuities.

7. ______ A menu that features complete meals at set prices is a(an)
   - A. club menu.
   - B. table d'hote menu.
   - C. a la carte menu.
   - D. standard menu.

8. ______ A rushed guest is indecisive and is looking at several sandwiches. Your restaurant practices selling up. Which menu item do you suggest?
A. today's special, cheeseburger, fries, and small drink for $3.75.
B. grilled cheese and chips for $2.35.
C. today's special (same as A., above) a la carte with a salad and large drink for $4.80.
D. several course lobster dinner for $15.75.

9. ______ A descriptive word to use to interest a guest in choosing a vegetable from the menu is
A. succulent.
B. rich.
C. ripe.
D. moist.

10. ______ If a service tray is to be carried on the shoulder, the greatest weight should be
A. near the extended elbow.
B. near the shoulder.
C. at the 3 o'clock position.
D. at the 9 o'clock position.

CHAPTER 28 TEST
Sidework

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Responsibilites for sidework duties in food service
   A. belong to the manager.
   B. belong to the waiters and waitresses.
   C. belong to the bus personnel.
   D. are usually shared by all service personnel.

2. ______ A typical closing duty for food service workers is
   A. cleaning side stands and booster stands.
   B. cleaning tables, chairs, and other surfaces.
   C. washing beverage serving equipment.
   D. all of the above.

3. ______ A typical opening duty for a food service worker is
   A. setting tables.
   B. washing dishes.
   C. baking breakfast breads.
   D. all of the above.

4. ______ An area in the dining room which contains supplies needed by food service workers is called a
   A. pantry.
   B. work station.
   C. service stand.
   D. check-out counter.

5. ______ Items that would *not* be stored in a side stand are
   A. table linens.
   B. entrees.
   C. condiments.
   D. beverages.

6. ______ During serving hours
   A. sidework duties are not performed.
   B. heavy cleaning is done during slack periods.
   C. personal appearance of sidework personnel is important.
   D. bus carts should not be used.

7. ______ Dining room personnel may portion food items such as
   A. cole slaw.
   B. butter.
   C. condiments.
   D. all of the above.

8. ______ Dishes that are clean but streaked should be
A. wiped with a clean moist cloth.
B. returned to the dish room.
C. stored separately.
D. put in a special cleaning machine.

9. ______ When clearing the table of dirty serviceware
A. stack glasses and coffee cups inside one another.
B. scrape the plates at the table so they can be stacked.
C. separate glassware and flatware in the bus pan.
D. put paper waste between glasses to prevent breakage.

10. ______ When dusting furniture
A. dust low surfaces first.
B. use a 9-inch cloth folded in 3-inch squares.
C. use long straight strokes.
D. do not use a treated dust cloth.

CHAPTER 29 TEST
Styles of Service

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The style of food service in most fast food units is
A. trayline service.
B. buffet service.
C. seated service
D. counter service.

2. ______ A style of seated food service in which the host serves each course from the table onto individual plates is
A. American service.
B. English service.
C. French service.
D. Russian service.

3. ______ A typical smorgasbord food item is
A. French pastry.
B. T-bone steak.
C. smoked fish.
D. tossed salad.

4. ______ The major advantage of banquet service is
A. guests receive individual attention.
B. guests can make their own food selections.
C. many guests can be served by few staff members.
D. that trayline service moves quickly and smoothly.

5. ______ Combination service is appropriate for
A. breakfast.
B. lunch.
C. dinner.
D. all of the above.

6. ______ A tablecloth should
A. not extend below the seat of the chairs.
B. not be used over silencers.
C. hang longer at the ends of the table.
D. all of the above.

7. ______ The open corners of a folded napkin should be to the right so the guest can
A. use the left hand to pick up the napkin.
B. avoid disturbing the flatware when picking up the napkin.
C. simply pick up the napkin and unfold it.
D. roll the flatware in the napkin.

8. ______ The glassware that is placed on the right side of the cover above the tip of the knife is the
A. water glass.
B. coffee cup.
C. wine glass.
D. iced tea glass.

9. ______ In seated service, the customers' first impression of their meal is the
A. serving dishes.
B. cover.
C. napkin.
D. place mats.

10. ______ The bread and butter plate is placed
A. directly above the center of the plate.
B. on the right side of the cover to the right of the spoon.
C. on the left side of the cover to the left of the fork.
D. on the left side of the cover directly above the fork.

CHAPTER 30 TEST
Table Service

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ An appropriate guideline for assigning guests to tables is
   A. seat noisy guests near quiet guests to balance the dining room.
   B. do not ask guests their preferences for table location.
   C. place a highchair where it does not interfere with safe passage.
   D. all of the above.

2. ______ If the restaurant takes reservations
   A. the greeter asks guests if they have reservations.
   B. the reservation is called out by microphone when the guests arrive.
   C. guests without reservations are turned away.
   D. all tables are unassigned.

3. ______ Menus are presented
   A. to guests from the right.
   B. to the woman first if the party is a couple.
   C. clockwise around the table for a group.
   D. closed, not open, in every situation.

4. ______ When writing orders
   A. use the established abbreviations for the restaurant.
   B. find out exactly what each customer wants.
   C. use some system for recording the location of the person receiving each order.
   D. all of the above.

5. ______ When placing an order in the kitchen, do all of the following *except*
   A. communicate clearly and accurately.
   B. place orders from several tables at once.
   C. notify the kitchen which orders on separate checks are from the same table.
   D. do not check on your order once it is placed.

6. ______ In assembling orders
   A. pick up hot foods first, cold foods last.
   B. gather accompaniments after the kitchen order is ready.
   C. be sure all items are in the right quantity and properly cooked.
   D. all of the above.

7. ______ To serve at a booth or banquette, stand at one end and
   A. serve guests sitting on the outside first and those sitting next to the wall last.
   B. turn toward the guests on your right and serve them with your right hand.
   C. turn toward the guests on your right and serve them with your left hand.
   D. encourage guests to help you fill glasses and cups.

8. ______ Unless the guest requests otherwise, for breakfast the
A. whole order is usually served at once.
B. menu items are usually served in courses.
C. pace of service is usually leisurely.
D. style of service is usually formal.

9. ______ In general, most
A. foods are served from the left using the left hand.
B. beverages are served from the left using the left hand.
C. foods are served from the right using the right hand.
D. beverages are served from the right using the left hand.

10. ______ When removing main course dishes, first remove the
A. empty beverage glasses.
B. salad plate.
C. dinner plate.
D. extra flatware.

CHAPTER 31 TEST
Counter and Self Service

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Snack bars and diners usually provide
A. buffet service.
B. trayline service.
C. seated service.
D. counter service.

2. ______ The item below that is *not* a type of self-service is
A. vending machine service.
B. American service.
C. cafeteria service.
D. buffet service.

3. ______ The counter worker is responsible for
A. washing dishes.
B. restocking supplies.
C. setting covers.
D. all of the above.

4. ______ When taking orders, the counter worker
A. works from left to right along the counter.
B. is expected to remember individual orders without writing them down.
C. may take the customer's money and make correct change.
D. does not present a menu.

5. ______ Most counter workers have food preparation responsibilities for
A. making tea and coffee.
B. making sandwiches.
C. serving soups.
D. all of the above.

6. ______ When serving at a counter
A. the customer picks up the check at the cash register.
B. orders are assembled in the kitchen.
C. plate service is used.
D. all of the above.

7. ______ When displaying entrees for cafeteria service
A. garnishes should be omitted.
B. slices of meat should be overlapped.
C. meatballs should be stacked.
D. meat loaves and the vegetable accompaniment should be placed together in a pan.

512

8. ______ The cafeteria service worker is *not* responsible for
A. preparing entrees.
B. portioning food.
C. greeting customers.
D. making menu suggestions.

9. ______ The service worker who handles more food items than most service personnel is the
A. waitress.
B. counter worker.
C. bus person.
D. cafeteria worker.

10. ______ When packaging take-out orders
A. use disposable containers.
B. place lids on beverages.
C. include appropriate accompaniments and utensils.
D. all of the above.

CHAPTER 32 TEST
Other Types of Service

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ When planning the seating arrangement for a banquet or a catered meal consider the
   - A. type of function and the number of guests.
   - B. type of service, amount of equipment, and number of servers.
   - C. shape of the room and any obstructions in the room.
   - D. all of the above.

2. ______ When setting up tables for banquet service
   - A. one person should lay all covers at one table.
   - B. tablecloths should not be overlapped on long tables.
   - C. if possible, if used, the head table should be elevated on a platform.
   - D. service stands and tray stands are not used.

3. ______ In American banquet service
   - A. all dishes are served and removed from the right.
   - B. banquet tables are completely set in advance.
   - C. each guest is served individually from platters at the tables.
   - D. tray stands are not used.

4. ______ For catered service
   - A. an invoice will help ensure that needed items are transported.
   - B. portable ranges and ovens are transported to the site to cook the food.
   - C. special insulated containers will help keep food at correct temperatures.
   - D. all of the above.

5. ______ A type of service *not* offered by caterers is
   - A. buffet service.
   - B. trayline service.
   - C. counter service.
   - D. table service and banquet service.

6. ______ When assembling trays for hospital or nursing home patients
   - A. diet orders are followed for each patient.
   - B. one person sets up the tray, plates the food, and checks the tray.
   - C. condiments are omitted, patients must ask for them.
   - D. all of the above.

7. ______ For delivering patient trays
   - A. trays are hand-carried from the kitchen to the patient's room.
   - B. some foods, like toast, may be prepared near the patient's room.
   - C. trays are reheated in the patient's room.
   - D. trays are checked after they leave the kitchen.

514

8. ______ When delivering a room service order, the waiter or waitress should
   A. use the room key to open the door.
   B. hand the tray to the guest at the door.
   C. present the check for signature or payment.
   D. ask the guest to call the service stand for tray pick-up.

9. ______ A food that would not be suitable for flaming is
   A. ice cream desserts.
   B. omelets.
   C. lobster.
   D. crepes.

10. ______ When replenishing appetizers at a serving table
   A. refill the serving piece at the table.
   B. refill the tray when two or three appetizers remain on the tray.
   C. for variety, use a different size and shape tray.
   D. replace the tray with a duplicate tray prepared in the kitchen.

CHAPTER 33 TEST
Money Handling

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ To figure sales tax without a tax table
A. add the amount of tax to the total.
B. add the amount of tax to the subtotal.
C. multiply the subtotal on the check by the amount of sales tax.
D. multiply the total on the check by the amount of sales tax.

2. ______ When a mistake is found on the bill
A. destroy that check and fill out a new one.
B. erase the error.
C. mark through the error.
D. call the manager.

3. ______ When presenting the table service check to an individual customer
A. figure the check away from the service area.
B. place the check face down on the table to the customer's right.
C. be graceful and diplomatic and invite the guest to return.
D. all of the above.

4. ______ In most commercial cafeterias
A. the checker at the end of the food line handles the money.
B. the customer pays the cashier as the customer leaves the establishment.
C. the dining room attendant brings the check to the customer's table.
D. the check is presented face up on a check tray.

5. ______ The item below which is *not* a correct procedure for handling credit card payments is
A. ask to see the customer's driver's license for verification.
B. check that the credit card is signed by the cardholder.
C. search the "hot card" list or call to verify.
D. return the credit card, credit slip, and pen to the customer for signature.

6. ______ The correct way to count change for a $3.20 check when the customer gives a $10 bill is
A. $4.20, $9.20, $9.25, $9.50, $10.00.
B. $8.20, $9.20, $9.25, $9.50, $10.00.
C. $3.45, $3.70, $3.95, $4.00, $9.00, $10.00.
D. $3.25, $3.50, $3.75, $4.00, $5.00, $10.00.

7. ______ The first step to follow in closing the cash register at the end of the day is to
A. determine total cash sales.
B. determine cash in the drawer.
C. check the total on the cash register tape.
D. determine cash paid out.

8. ______ The first step to follow in determining cash on hand is to
A. list all credit slips and write down the total.
B. list all checks and write down the total.
C. count all bills and write down the total.
D. count all coins and write down the total.

9. ______ When accepting a tip
A. give customers who do not tip the same service as customers who tip.
B. stay at the table to wait for the tip.
C. count your tips and record them while still in the dining room.
D. all of the above.

10. ______ The person usually in charge of ordering counter items like mints and chewing gum is the
A. waiter or waitress.
B. manager.
C. cashier.
D. bus person.

CHAPTER 34 TEST
Management Responsibilities

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ A person can reach the managerial level in food service by
   A. working his or her way up in an organization.
   B. entering a management training program.
   C. taking courses in hospitality or business management.
   D. all of the above.

2. ______ A desirable trait of a food service manager is to be
   A. enthusiastic about changing company policies.
   B. authoritarian with workers of lower socioeconomic levels.
   C. accepting of personal mistakes and willing to learn from them.
   D. creative about scheduling employees to work from 8 to 5.

3. ______ Organizational goals in commercial food service are
   A. symptoms of identified problems.
   B. objectives to achieving financial success.
   C. guidelines for operation of the facility.
   D. methods for carrying out policies.

4. ______ Compared to an organizational goal, a policy is more
   A. measurable.
   B. global.
   C. planned.
   D. accepted.

5. ______ A symptom of a food service organization that is overburdened by policies and procedures is
   A. confused employees.
   B. restricted creativity.
   C. restricted communications.
   D. all of the above.

6. ______ When food service managers ask employees for ideas or suggestions
   A. all ideas and suggestions should be carried out, at least for a short period of time.
   B. a personal explanation should be given to each employee whose suggestions are not adopted.
   C. after suggestions are rejected, a general thank you to groups of employees by shift supervisors is adequate.
   D. all of the above.

7. ______ Which of the following is a procedure statement?
   A. "The food service operation will employ students from local vocational programs."
   B. "All employees will be paid a fair living wage."
   C. "Wages for salad makers will be $3.55 per hour."
   D. "Employees will be paid by check each Friday."

8. ______ The federal law that regulates minimum wage is the
A. Social Security law.
B. Workman's Compensation law.
C. Fair Labor Standards Act.
D. Wage Deduction Act.

9. ______ The total wages paid, and income tax, and social security deductions for the past year must be given to each employee in January on a statement called a(an)
A. W-2 form.
B. W-4 form.
C. workman's compensation form.
D. unemployment compensation form.

10. ______ For information about laws related to sanitary codes, contact your local or state
A. department of labor.
B. department of health.
C. employment commission.
D. any of the above.

CHAPTER 35 TEST
Cost Control

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. _______ The framework of cost control in a food service establishment is
   A. the inventory.
   B. the menu.
   C. purchasing.
   D. receiving.

2. _______ Fast food operations use standard menus, served everyday, referred to as
   A. cycle menus.
   B. rotated menus.
   C. fixed menus.
   D. all of the above.

3. _______ Menus prepared for a specific period of time, like those used in school cafeterias are called
   A. framework or blueprint menus.
   B. fixed or rotated menus.
   C. rotated or cycle menus.
   D. framework or fixed menus.

4. _______ A factor that influences menu planning is
   A. personnel available.
   B. style of service.
   C. price and availability of food.
   D. all of the above.

5. _______ The item below that is not an overhead cost is
   A. rent.
   B. labor.
   C. utilities.
   D. equipment repair.

6. _______ Turnover is
   A. directly related to style of service.
   B. determined by calculating the number of customers occupying a dining seat per hour.
   C. figured by multiplying labor and food costs.
   D. linked to menu format.

7. _______ A hamburger is made up of 1/4 lb. beef ($.67), lettuce ($.04), onion ($.03), and bun ($.14). The cost of the hamburger to the food service establishment is
   A. $.88.
   B. $.17.
   C. $.71.
   D. $.78.

8. ______ To figure the food cost percentage of an item
A. divide the cost of food by the selling price.
B. subtract the cost of food from the selling price.
C. divide the cost of food by the markup percentage.
D. multiply the cost of food by the markup percentage.

9. ______ When the food service manager tries to predict the popularity of a new menu item, he or she is
A. over-buying.
B. standardizing recipes.
C. forecasting.
D. costing items.

10. ______ The item below that is *not* an appropriate guideline for developing standardized recipes is
A. list the ingredients in the form and the order in which they will be used.
B. provided portion yield increments in two of the more common increments served by the food service operation.
C. list all measurements by weight, if possible.
D. list the procedure steps at the end of the recipe, below the ingredients.

CHAPTER 36 TEST
Buyers, Receivers, and the Storeroom

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ Another name for a steward is
A. purchasing agent.
B. receiving clerk.
C. manager.
D. vendor.

2. ______ Knowledge necessary for a food buyer includes
A. basic serving skills.
B. sidework skills.
C. skills in writing specifications.
D. all of the above.

3. ______ One code that Lendal Kotschevar includes in his code of ethics for food buyers is
A. be courteous at all times.
B. keep a sense of humor.
C. set a high standard of conduct.
D. all of the above.

4. ______ The item below that is *not* a good purchasing principle to follow is to
A. buy for a set period of time.
B. buy bulk from bulk-purveyors; buy limited quantities from limited quanity-purveyors.
C. beware of bargains.
D. use the amount on hand as a basis for deciding how much to order.

5. ______ To be effective buyers, food service managers must have
A. extensive knowledge of the supplier's operation.
B. a type B personality.
C. a definite plan for purchasing food and supplies.
D. appropriate purchase orders and requistion forms.

6. ______ Two of the key elements included in purchase specifications are
A. quality and quanity.
B. richness and texture.
C. price and wholesomeness.
D. recipe and employee needs.

7. ______ One factor in choosing a supplier that a buyer must consider is
A. does the supplier accept checks, or credit cards?
B. does the supplier partially prepare some foods?
C. does the supplier give accurate, up-dated prices?
D. does the supplier, supply 24 hours a day?

8. ______ The meaning of 2/10: NET 30 is
- A. 2 rows of ten plus a third row of 10 for a net of 30.
- B. a 2 percent discount if the buyer pays the bill on or before the 10th day of the month.
- C. 2 percent of 10 with the net of 30 being charged at the full price.
- D. USDA Government labeling of produce purchased from a full-line purveyor.

9. ______ An advantage to using a purchase order is that it
- A. provides a complete record of the order for each supplier.
- B. provides a guide for the receiving clerk.
- C. provides the receiving clerk with immediate verification of invoice prices.
- D. all of the above.

10. ______ The main job of the receiving clerk is to
- A. issue food and supplies to workers in the food service establishment.
- B. fill out purchase orders and requistion forms.
- C. conduct perpetual and physical inventories.
- D. count, weigh, and record food and supplies delivered.

CHAPTER 37 TEST
Finances and Recordkeeping

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. ______ The recordkeeping and accounting for a food service establishment is usually done by
   A. the manager.
   B. trained bookkeepers and accountants.
   C. the cashier.
   D. the host or hostess.

2. ______ An indicator of financial problems in a food service operation is
   A. low income.
   B. high payroll.
   C. high food and supply costs.
   D. all of the above.

3. ______ The food service manager can determine the net worth of the food service establishment from the
   A. profit and loss statement.
   B. accounts receivable.
   C. balance sheet.
   D. owner's equity.

4. ______ Current assets include
   A. food and supplies on hand.
   B. accounts payable.
   C. kitchen equipment.
   D. tableware and silverware.

5. ______ A financial statement that compares the cost of food purchased and cost of food sold with total sales is the
   A. break-even analysis.
   B. depreciation statement.
   C. profit and loss statement.
   D. liability statement.

6. ______ Dividing the gross profit by gross profit percent gives the
   A. balance.
   B. profit and loss statement.
   C. net profit.
   D. break-even point.

7. ______ The item below that would NOT be deducted from employee wages is
   A. sales tax.
   B. social security tax.
   C. federal income tax.
   D. state income tax.

8. ______ Real estate taxes paid by a food service business are usually based on
A. assessed value of the property.
B. tax records.
C. license fees.
D. all of the above.

9. ______ The most common use of computers in food service is
A. inventory records.
B. cash registers.
C. payroll management.
D. sales analysis.

10. ______ Guidelines for selecting computer hardware and software for food service operations include
A. clearly defining the computer needs of the food service establishment.
B. using software before buying it.
C. checking on availability of follow-up support.
D. all of the above.

CHAPTER 38 TEST
Personnel and Production Management

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of each item.

1. ______ Which of the following is *not* an advantage of providing job descriptions?
A. determining acceptable salaries
B. lessening confusion for employer and employee
C. providing person-hour comparisons
D. aiding effective hiring procedures

2. ______ Additional training of employees is necessary when
A. new facilities are opened.
B. procedures change.
C. new equipment is purchased.
D. all of the above.

3. ______ Staffing tables
A. predict the number of guests expected each day for each meal.
B. are based on labor cost budgets.
C. are based on labor cost percentages.
D. are used only for irregular scheduling.

4. ______ Promotion to a job that has different duties at the same level of responsibility as the job the employee currently holds is a
A. vertical promotion.
B. horizontal promotion.
C. staff promotion.
D. voluntary promotion.

5. ______ Regardless of the reason for separation, each employee who leaves should be given a(an)
A. written performance analysis.
B. layoff packet.
C. exit interview.
D. reference for another job.

6. ______ The labor cost percentage is figured from the profit and loss statement by
A. dividing the income from sales by the number of hours employees worked.
B. dividing labor costs by total sales.
C. figuring the total hours employees worked for every 100 meals served.
D. comparing total hours employees worked during two time periods.

7. ______ Labor costs can be reduced by
A. having workers replace the work done by machines.
B. having workers work in pairs.
C. using work simplifications procedures in all tasks.
D. all of the above.

8. ______ A record of the foods prepared for a meal is a
A. production schedule.
B. task analysis.
C. quality control evaluation form.
D. portion control chart.

9. ______ Portion control is primarily maintained
A. when ingredients are purchased.
B. by standardizing recipes.
C. by customer request.
D. during serving.

10. ______ A benefit of production and quality control in food service is
A. support for other cost control systems.
B. establishment of standards for employees to follow.
C. increased customer satisfactions.
D. all of the above.

CHAPTER 39 TEST
Merchandising and Public Relations

DIRECTIONS: For each item below, place the letter of the best answer in the blank to the left of the item.

1. _______ A successful marketing program brings the
   - A. advertising to the location.
   - B. service to the location.
   - C. product to the market.
   - D. market to the product.

2. _______ A product study should consider
   - A. location, appearance of the building, outside sign.
   - B. entrance, public areas, and capacity.
   - C. food, service, and staff.
   - D. all of the above.

3. _______ Age, sex, job status, and level of income of potential customers are called.
   - A. a target market.
   - B. demographic factors.
   - C. census information.
   - D. a market study.

4. _______ The leader in the number of dollars spent for advertising is
   - A. newspapers.
   - B. magazines.
   - C. direct mail.
   - D. television.

5. _______ The first step in deciding which method of advertising is best to use is to decide on the
   - A. media.
   - B. budget to be used for advertising.
   - C. objectives of the advertising campaign.
   - D. message.

6. _______ Media attention drawn to the food service operation by some type of special interest project is
   - A. advertising.
   - B. publicity.
   - C. a promotion.
   - D. all of the above.

7. _______ The menu
   - A. is a merchandising tool.
   - B. has no relation to merchandising.
   - C. does not affect sales.
   - D. should be at least 9"x12" in size.

8. ______ Special ways of presenting food to the customer are called
A. point-of-purchase sales.
B. add-ons.
C. showmanship.
D. advertising.

9. ______ Public relations
A. are measures taken to win community respect.
B. are based on good management.
C. involve interrelationships with advertising and promotional programs.
D. all of the above.

10. ______ The food service employee who makes a decision to change the quality of food or service based on customer suggestion cards is the
A. chef.
B. hostess.
C. manager.
D. waiter or waitress.

CHAPTER TEST ANSWER KEYS

CHAPTER 1 TEST

1. D
2. B
3. A
4. C
5. A
6. D
7. C
8. B
9. C
10. D

CHAPTER 2 TEST

1. C
2. B
3. D
4. A
5. B
6. C
7. D
8. C
9. B
10. A

CHAPTER 3 TEST

1. D
2. B
3. C
4. D
5. B
6. A
7. D
8. B
9. D
10. C

CHAPTER 4 TEST

1. C
2. B
3. B
4. A
5. C
6. A
7. C
8. A
9. D
10. D

CHAPTER 5 TEST

1. C
2. C
3. A
4. A
5. B
6. D
7. B
8. D
9. C
10. B

CHAPTER 6 TEST

1. D
2. A
3. C
4. B
5. D
6. B
7. C
8. B
9. D
10. B

CHAPTER 7 TEST

1. D
2. C
3. B
4. A
5. C
6. D
7. A
8. B
9. A
10. B
11. C
12. A
13. D
14. D
15. B

CHAPTER 8 TEST

1. B
2. D
3. B
4. C
5. D
6. A
7. B
8. D
9. C
10. A

CHAPTER 9 TEST

1. B
2. D
3. B
4. A
5. C
6. D
7. D
8. A
9. B
10. C

CHAPTER 10 TEST

1. D
2. B
3. D
4. C
5. C
6. B
7. C
8. A
9. D
10. A

CHAPTER 11 TEST

1. C
2. D
3. A
4. C
5. B
6. C
7. B
8. B
9. D
10. D

CHAPTER 12 TEST

1. D
2. D
3. C
4. A
5. A
6. C
7. D
8. A
9. C
10. A

CHAPTER 13 TEST

1. C
2. D
3. A
4. C
5. B
6. C
7. D
8. D
9. B
10. A

CHAPTER 14 TEST

1. D
2. C
3. A
4. B
5. D
6. C
7. B
8. D
9. A
10. C

CHAPTER 15 TEST

1. A
2. C
3. D
4. A
5. C
6. A
7. D
8. D
9. B
10. D

CHAPTER 16 TEST

1. C
2. D
3. A
4. D
5. D
6. C
7. A
8. B
9. B
10. C

CHAPTER 17 TEST

1. C
2. B
3. A
4. B
5. D
6. D
7. A
8. C
9. A
10. A

CHAPTER 18 TEST

1. B
2. C
3. D
4. A
5. B
6. A
7. C
8. A
9. C
10. D

CHAPTER 19 TEST

1. D
2. C
3. B
4. A
5. D
6. D
7. A
8. C
9. B
10. C
11. B
12. A
13. B
14. B
15. D

CHAPTER 20 TEST

1. B
2. D
3. D
4. A
5. C
6. B
7. D
8. A
9. C
10. C
11. D
12. A
13. D
14. B
15. C

CHAPTER 21 TEST

1. D
2. A
3. D
4. C
5. B
6. D
7. A
8. C
9. B
10. A

CHAPTER 22 TEST

1. B
2. D
3. D
4. C
5. A
6. C
7. B
8. D
9. C
10. A

CHAPTER 23 TEST

1. C
2. D
3. A
4. B
5. D
6. A
7. B
8. D
9. C
10. A

CHAPTER 24 TEST

1. C
2. D
3. A
4. C
5. B
6. C
7. D
8. A
9. D
10. A

CHAPTER 25 TEST

1. D
2. B
3. C
4. C
5. A
6. D
7. B
8. C
9. D
10. C

CHAPTER 26 TEST

1. C
2. D
3. C
4. B
5. A
6. B
7. C
8. D
9. B
10. A

CHAPTER 27 TEST

1. D
2. B
3. A
4. C
5. D
6. D
7. B
8. C
9. A
10. B

CHAPTER 28 TEST

1. D
2. D
3. A
4. C
5. B
6. C
7. D
8. A
9. C
10. C

CHAPTER 29 TEST

1. D
2. B
3. C
4. C
5. D
6. A
7. C
8. A
9. B
10. A

CHAPTER 30 TEST

1. C
2. A
3. B
4. D
5. D
6. C
7. C
8. B
9. A
10. C

CHAPTER 31 TEST

1. D
2. B
3. D
4. C
5. D
6. C
7. B
8. A
9. B
10. D

CHAPTER 32 TEST

1. D
2. C
3. B
4. C
5. C
6. A
7. B
8. C
9. B
10. D

CHAPTER 33 TEST	CHAPTER 34 TEST	CHAPTER 35 TEST	CHAPTER 36 TEST
1. C	1. D	1. B	1. A
2. C	2. C	2. C	2. C
3. D	3. B	3. C	3. D
4. B	4. A	4. D	4. B
5. A	5. D	5. B	5. C
6. D	6. B	6. B	6. A
7. B	7. D	7. A	7. B
8. C	8. C	8. A	8. B
9. A	9. A	9. C	9. D
10. C	10. B	10. D	10. D

CHAPTER 37 TEST	CHAPTER 38 TEST	CHAPTER 39 TEST
1. B	1. C	1. D
2. D	2. D	2. D
3. C	3. A	3. B
4. A	4. B	4. A
5. C	5. C	5. C
6. D	6. B	6. B
7. A	7. C	7. A
8. A	8. A	8. C
9. B	9. D	9. D
10. D	10. D	10. C

ACTIVITY BOOK ANSWER KEYS

Chapter One
The Food Service Industry

ACTIVITY 1-2 (p.3)

1. F
2. T
3. T
4. F
5. T
6. F
7. F

ACTIVITY 1-4 (p.4)

1. B
2. A
3. E
4. C
5. D

Chapter Two
Food Service Careers

ACTIVITY 2-2 (p.6)

1. front-of-the-house
2. back-of-the-house

ACTIVITY 2-4 (p.7)

1. C
2. D
3. A
4. E
5. B

ACTIVITY 2-3 (p.7)

1. Back
2. Front
3. Back
4. Back
5. Front

ACTIVITY 2-6 (p.8)

1. D
2. C
3. F
4. J
5. H
6. I
7. E
8. A
9. L
10. K
11. B
12. G
13. M

Chapter Three
Safety

ACTIVITY 3-4 (p.13)

Bruises
Shocks
Cuts
Falls
Strains
Burns
Explosions

ACTIVITY 3-7 (p.16)

1. spills
2. run
3. chair
4. lanes
5. shoes
6. knife
7. handle
8. away
9. cutting
10. sharp
11. sink
12. hands
13. lids
14. pads
15. handles
16. wet
17. electrical
18. steam
19. wall
20. water
21. grease
22. gas
23. salt
24. overload
25. heavy
26. going
27. weight
28. carry

Chapter Four
Emergency Procedures

ACTIVITY 4-4 (p.20)

1. A
2. C
3. B
4. oxygen, fuel, heat

ACTIVITY 4-5 (p.20)

1. D
2. A
3. E
4. B
5. E
6. F
7. C

Chapter Five
Personnel, Equipment, and Facility Sanitation

ACTIVITY 5-2 (p.26)

1. F
2. T
3. F
4. F
5. F
6. T
7. T
8. F
9. T

ACTIVITY 5-5 (p.29)

Pigeons
Cockroaches
Cereal mites
Rats
Flies
Silverfish
Weevils
Mice
Ants
Starlings
Sparrows
Beatles
Fire brats

ACTIVITY 5-6 (p.30)

1. D
2. F
3. G
4. D
5. E
6. A
7. F
8. B
9. D

Chapter Six
Food Sanitation

ACTIVITY 6-3 (p.33)

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. T
11. F
12. F
13. F
14. F
15. F
16. T
17. F
18. T
19. F
20. F
21. T
22. F
23. T
24. T
25. T
26. T
27. F
28. T

ACTIVITY 6-4 (p.35)

ACROSS

1. infection
2. State and local
4. microorganisms
6. customer
10. Sanitation
11. Federal
12. sanitarian
13. viruses

DOWN

1. intoxication
3. sanitary codes
5. Biological
7. Inspections
8. food-borne
9. Bacteria
11. fungi

ACTIVITY 6-5 (p.36)

1. staphylococcus aureus
2. clostridium botulinum
3. clostridium perfingenes
4. salmonella

Chapter Seven
Nutrition

ACTIVITY 7-3 (p.40)

1. nutrients
2. body building
3. carbohydrates
4. amino acids
5. fats
6. fat-soluble vitamins
7. cholesterol
8. complete proteins
9. minerals
10. water-soluble vitamins
11. trace minerals
12. iodized salt
13. water
14. malnutrition
15. cellulose

ACTIVITY 7-4 (p.41)

1. F
2. C
3. A
4. B
5. D
6. G
7. E
8. H

ACTIVITY 7-5 (p.41)

1. A
2. B
3. B
4. E
5. C
6. D
7. B
8. A
9. E
10. D
11. C
12. D
13. E
14. B
15. A
16. C

ACTIVITY 7-10 (p.45)

1. T
2. F
3. F
4. T
5. T
6. F
7. F

Chapter Eight
Special Diets

ACTIVITY 8-2 (p.48)

1. cycle menus
2. menu
3. three, six
4. nutritional
5. licensing
6. one-third
7. colorful
8. crunchy
9. variety
10. cultures
11. committee
12. attractive, nutritious, low-priced

ACTIVITY 8-5 (p.51)

1. H
2. D
3. G
4. E
5. F
6. I
7. A
8. J
9. C
10. B

Chapter Nine
Tools and Utensils

ACTIVITY 9-3 (p.57)

1. boning knife
2. bread knife
3. sharpening steel
4. French knife
5. paring knife
6. butcher knife
7. peeler
8. slicer
9. 8,2
10. 7
11. 1
12. 2
13. 4
14. 5
15. 8

ACTIVITY 9-5 (p.59)

1. two-tine or cook's fork
2. sandwich spreader
3. scoop
4. pie knife
5. spatula
6. offset spatula or turner

ACTIVITY 9-4 (p.58)

1. ladle
2. pastry brush
3. slotted and perforated spoon
4. scraper
5. tongs
6. wire whip or whisk

ACTIVITY 9-6 (p.60)

1. B
2. E
3. D
4. D
5. A
6. C
7. A
8. D

ACTIVITY 9-7 (p.61)

1. two-tine or cook's fork
2. sandwich spreader
3. spatula
4. pastry brush
5. ladle
6. tongs
7. scraper
8. wire whip or whisk
9. scoop
10. offset spatula or turner
11. boning knife
12. bread knife
13. slotted or perforated spoon
14. butcher knife
15. pie knife
16. French knife
17. slicer
18. peeler

Chapter Ten
Food Preparation Equipment

ACTIVITY 10-2 (p.67)

1. C
2. D
3. A
4. B

ACTIVITY 10-3 (p.67)

1. baker's scale
2. spring-type scale
3. portion scale
4. balance scale

ACTIVITY 10-5 (p.69)

1. food slicer
2. blade
3. unplugged
4. cleaning
5. guard
6. knives
7. meat
8. manufacturer
9. food processor
10. pusher
11. base
12. abrasive

ACTIVITY 10-6 (p.70)

ACROSS
2. meat and food chopper
3. pusher
4. table model
7. floor model
9. blender

DOWN
1. vegetable hopper
3. pastry knife
5. dough hook
6. flat beater
8. wire whip

ACTIVITY 10-7 (p.71)

1. coffee brewer
2. tea dispenser
3. automatic beverage dispenser
4. electric urn
5. ice making machine

ACTIVITY 10-8 (p.72)

1. steamer
2. broiler
3. grill
4. deep fat fryer
5. microwave
6. regular oven
7. toaster
8. exhaust hood
9. convection oven
10. range top

Chapter Eleven
Cold Storage, Serving, and Cleaning Equipment

ACTIVITY 11-2 (p.76)

1. circulate
2. cover
3. necessary
4. coldest
5. three-eighths
6. Baking soda
7. Frozen food
8. Wrap
9. frost
10. thawed

ACTIVITY 11-3 (p.76)

2. Prewash
5. Rinse
6. Sanitize
8. Store
1. Scrape
3. Rack
4. Wash (in machines)
7. Air dry

ACTIVITY 11-4 (p.77)

1. E
2. H
3. A
4. L
5. B
6. F
7. K
8. C
9. D
10. J
11. D
12. I

ACTIVITY 11-5 (p.78)

1. B
2. A
3. C
4. B
5. B
6. D
7. B

ACTIVITY 11-6 (p.79)

1. stations
2. task
3. Formal, informal
4. work centers
5. menu, service, kitchen
6. Work tables, counters
7. left, right
8. food
9. limits
10. more

Chapter Twelve
Food and Supplies

ACTIVITY 12-2 (p.82)

1. Convenience
2. wholesomeness
3. Processed
4. USDA
5. Meats
6. product
7. Milk
8. processing
9. Convenience
10. Grading

ACTIVITY 12-3 (p.83)

1. E
2. D
3. C
4. A
5. F
6. B

ACTIVITY 12-5 (p.84)

1. receiving clerk
2. Receiving
3. blind receiving
4. C

   REASONS could include the following:
   - a. some action might need to be taken before the bread delivery is accepted.
   - b. the food service supervisor or other person in charge of checking the items for quality should be notified when the delivery is inferior.
   - c. it is not Betty's responsibility to inform the supplier.
5. a. Name of vender
   - b. date received
   - c. description of items
   - d. quantities or weights received
6. (any four of the following)
   - a. have a working knowledge of food
   - b. be able to keep complete and accurate records
   - c. be able to accurately check invoices or delivery slips against items received
   - d. be trustworthy
   - e. be able to maintain daily receiving records

   (Continued on next page.)

ACTIVITY 12-6 (p.87)

a

c

ACTIVITY 12-7 (p.87)

1. H
2. C
3. F
4. D
5. A
6. G
7. E
8. B

ACTIVITY 12-5 (cont.)

7.

Quan.	Unit	Description
12	1 lb.	ABC Ground Pepper
2	30 dz.	Sunny Acres Grade A Large Eggs
4	100 lb.	Wheatland All-purpose flour
6	No. 10 cans	Favorite Fruits Sliced Apples
1	100 lb.	Idaho Delight Irish Potatoes
1	50 lb.	Marketplace Onions

Chapter Thirteen
Food Preparation Techniques

ACTIVITY 13-2 (p.91)

1. yield
2. portion
3. utensils
4. amount
5. ingredients
6. method
7. notes
8. variation

ACTIVITY 13-3 (p. 92)

1. calories
2. pound
3. 350 degrees Fahrenheit
4. cups
5. minutes
6. few grains
7. seconds
8. teaspoon
9. approximately
10. tablespoon
11. tablespoons
12. hour
13. teaspoons
14. tablespoons, monosodium glutamate
15. large
16. ounces
17. temperature
18. small
19. weight
20. pound package

ACTIVITY 13-4 (p.93)

1. lb.
2. gal.
3. lb.
4. oz.
5. qt.
6. oz
7. oz.
8. T.,tb.,or tbsp.
9. gal.
10. hrs.
11. oz.
12. c.
13. c.
14. c.
15. T.,tb., or tbsp.
16. sq.
17. g.
18. T.,tb.,or tbsp.
19. t., ts., tsp.

ACTIVITY 13-5 (p.94)

1. B
2. E
3. H
4. G
5. A
6. C
7. F
8. D

ACTIVITY 13-6 (p.95)

1. 9 T. cocoa plus 3 T. fat for 3 sqs. chocolate
   1 c. fresh milk plus 3 t. baking powder for 1 c. sour milk and 1 t. soda
   1 ¾ c. all-purpose flour for 2 c. cake flour
2. a. 1 c. reconstituted non-fat dry milk plus 2 T. fat = 1 c. milk
   b. 6 T. cocoa plus 2 T. fat = 2 sqs. chocolate
   c. 1 3/4 t. cream of tartar = 2 T. corn syrup

ACTIVITY 13-7 (p.95)

1. 15 milliliters
2. 240 milliliters
3. 240 milliliters
4. .50 milliliters
5. .95 liter, or 950 milliliters
6. 454 grams
7. .50 milliliters
8. .50 milliliters
9. 60 milliliters

ACTIVITY 13-8 (p.96)

1. a. 1 pt.
   b. 1 pt.
   c. 1 T. and 1 t.
   d. 1½ lb.
   e. ¼ c.

(Continued on next page.)

FOOD PRODUCTION, MANAGEMENT, AND SERVICES CURRICULUM GUIDE

Replacement for Page 520

ACTIVITY 13-8 (p.96)

2. a. 2½ c.
   b. 1½ c.
   c. 1 - 6 oz.
   d. 1 - 6 oz.
   e. ½ gal.
3. a. 30 lbs.
   b. 1½ lbs.
   c. 3/4 c.
   d. 3 lbs. 12 oz.
   e. 2 lbs. 4 oz.
   f. 2 lbs. 4 oz.
   g. 6 lbs.
4. a. 1 gal.
   b. 1 qt.
   c. 1 pt.
   d. 1 pt.
   e. 1 c.
   f. 1 c.
   g. 1 T.
   h. 1 T.

ACTIVITY 13-9 (p.97)

1. Six
2. No. 303
3. 12-13 c.
4. No. 3 cyl (46 oz.)
5. a. 3/4 c.
   b. No. 2
   c. 8 oz.
   d. 4 c.
   e. 2 oz.

ACTIVITIES 13-10 (p.98), 13-11 (p.99), and 13-12 (p.100-103) should be deleted. Information necessary to complete these activities is not included in Chapter 13 of the Reference Book. The information is covered in other Chapters on specific food preparation.

ACTIVITY 13-13 (p.104)

Ingredients	100 Portions	25 Portions
Ground Beef	30 lbs.	7½ lbs.
Eggs	2 doz.	6 eggs
Tomato Sauce	10 c.	2½ c.
Onions	2 lbs.	8 oz.
Parsley	4 oz.	1 oz.
Paprika	¼ c.	1 T.
Salt	¼ c.	1 T.
Pepper	¼ c.	1 T.

ACTIVITIES 13-14 (p.104) and 13-15 (p.105) are deleted for above reasons.

ACTIVITY 13-16 (p.106)

1. C
2. Sp
3. H
4. E
5. S
6. Sp
7. C
8. Sp
9. Sp
10. E
11. H
12. Sp
13. H
14. S
15. C
16. Sp
17. H
18. H
19. H
20. C

ACTIVITY 13-17 (p.106)

1. O
2. O
3. X
4. O
5. X
6. X

ACTIVITY 13-18 (p.107)

(Any two of the following)
1) To eliminate most food preparation
2) To eliminate some preparation steps
3) To reduce food costs

ACTIVITY 13-19 (p.108)

1. Work simplification
2. control
3. time management
4. time schedule
5. fatigue
6. production schedule
7. motions
8. productivity
9. work motions
10. Repeating
11. hands, arms
12. Plan
13. supplies
14. tools
15. posture
16. work

WORK SMARTER, NOT HARDER

ACTIVITY 13-20 (p.109)

1. Dividing food into servings of equal size
2. Cost control
   Customer satisfaction
3. a. $.172
   b. $.07
   c. $.021
   d. $.06
4. a. 25 portions
   b. 21 steaks
   c. 200 portions of 2 meatballs each
   d. 166 steaks

ACTIVITY 13-21 (p.110)

ACROSS	DOWN
1. sloppy	2. plating
5. inadequate	3. bread
6. Servings	4. customers
7. hot	8. decreased
9. cost control	11. foods
10. Wasted	
12. more	

ACTIVITY 13-22 (p.111)

Answers will vary, but may include the following:

a. Three lemon slices: adds color, odd number is more interesting
b. Strawberry: adds color, flavor is compatible
c. Cherry tomato: adds color, flavor is compatible
d. Pickle and potato chips: color and texture contrast
e. Parsley flakes: color and texture contrast
f. Sprig of parsley: color and texture contrast
g. Hard cooked eggs, sliced: color and texture contrast

Chapter Fourteen
Beverages

ACTIVITY 14-3 (p.114)

1. coffee
2. punch
3. Soft drinks
4. cocoa
5. Fruit juices
6. iced water
7. tea
8. Shakes

ACTIVITY 14-5 (p.116)

1. E
2. I
3. G
4. B
5. F
6. B,D
7. J
8. A
9. D
10. H
11. C

Chapter Fifteen
Cold Sandwiches

ACTIVITY 15-2 (p.118)

1. D
2. A
3. B
4. E
5. C
6. F

ACTIVITY 15-3 (p.119)

ACROSS

1. soaking
2. velvety
3. filling
6. mayonnaise
7. refrigerated
9. fruit
10. Dry
13. spread
14. Moist

DOWN

1. specialty
4. stale
5. pumpernickel
8. three
11. yeast
12. Quick

ACTIVITY 15-6 (p.122)

1. $43.50
2. a. stuffed sliced olives, chopped bacon, green pepper strips, radish roses, or carrot curls
   b. parsley, lettuce, tomato slices, celery, carrot sticks, green pepper, cucumber slices, radishes, egg slices, pickles, olives, or relishes
   c. held on top of sandwich with toothpick or placed along side of sandwich
   d. apricot halves or pineapple sticks or rings
   e. French fries, potato chips, potato salad, cole slaw, sauerkraut, stuffed eggs, or sliced tomatoes
   f. moisture-proof wrapping

Chapter Sixteen
Salads

ACTIVITY 16-2 (p.125)

COMBINATION
ARRANGED
MOLDED

ACTIVITY 16-4 (p.128)

1. base
2. body
3. dressing*

*The activity book is one blank short on this answer.

ACTIVITY 16-5 (p.128)

1. B
2. C
3. A
4. A
5. C
6. B
7. C
8. B
9. A
10. C

Chapter Seventeen
Appetizers

ACTIVITY 17-2 (p.133)

1. relishes
2. cocktails
3. soups
4. canapes
5. spreads and dips
6. salads
7. hors d'oeuvres

COURSE

ACTIVITY 17-5 (p.136)

1. H
2. B
3. C
4. D
5. H
6. A
7. E
8. B
9. A
10. G
11. F

ACTIVITY 17-4 (p.134)

1. sandwiches
2. base, spread, garnish
3. base
4. Day-old
5. butter, margarine
6. flavor
7. attractive
8. color, shape, flavor
9. untoasted
10. soggy
11. aspic
12. jelly
13. ingredients
14. rolled, ribbon, tea
15. garnish, bread
16. tea
17. Parsley, mint, paprika
18. crustless
19. ribbon

Chapter Eighteen
Soups and Sauces

ACTIVITY 18-3 (p.140)

ACROSS
1. Borscht
2. consomme
3. vichyssoise
4. marinate
5. fruit
6. cream
7. puree
8. roux
9. croutons

DOWN
1. broth
2. convenience
6. cold
10. vegetable
11. gazpacho
12. thick
13. bouillon
14. specialty

ACTIVITY 18-4 (p.141)

1. F
2. T
3. F
4. F
5. T
6. F
7. T
8. F
9. T
10. T
11. T

ACTIVITY 18-5 (p.142-3)

1. sauce
2. egg sauce
3. tomato sauce
4. brown sauce
5. cream sauce
6. butter sauce
7. white sauce
8. gravies
9. sweet-sour sauces
10. tomato-based sauces
11. mayonnaise-based sauces
12. sugar syrups
13. hard sauce
14. custard sauces
15. whipped cream
16. foamy sauces

ACTIVITY 18-6 (p.144)

1. meats
2. Butter
3. fish
4. gravies
5. hard
6. Tomato
7. sweet
8. Egg
9. Cream
10. purees
11. White
12. salads
13. Custard

Chapter Nineteen
Meat, Poultry, and Fish

ACTIVITY 19-2 (p.147)

1. N
2. H
3. G
4. K
5. L
6. F
7. M
8. A
9. C
10. J

ACTIVITY 19-3 (pp.148-9)

1. fresh meat
   cured meat
   frozen meat
   canned meat
2. inspection and grading
   tenderness
   appearance
3. USDA stamp
   grade stamp or label
4. conformation
   quality
   finish
5. arm or leg section, less tender
   top part of leg or arm, tender
   rib section, tender
   loin section, tender
6. bright red; firm, white fat; marbled; white hard bones, little red in center
   pink; little fat; soft bones, slightly red in center
   fresh: grayish pink; soft creamy-white fat; hard, slightly reddish bones; cured: bright pink
   deep red; brittle, white fat; soft, reddish bones
7. loosely covered in coldest part of refrigerator, not more than three days
   in the original wrapping in refrigerator, not more than two days
   tightly wrapped in refrigerator
   at 0°F. in their original wrapping
   in a cool dry storage area; canned ham over 1½ lb. in refrigerator
8. steaks, roasts, chops
9. macaroni, noodles, spaghetti, rice, vegetables

ACTIVITY 19-4 (p.150)

1. braising
2. stewing
3. deep-frying
4. saute
5. oven-frying
6. roasting
7. broiling
8. pan broiling

ACTIVITY 19-5 (p.151)

1. Older, younger
2. Fryers
3. Stewing hens
4. Broilers
5. fat
6. Capons
7. less tender

ACTIVITY 19-6 (p.152)

1. whole
2. frozen
3. Fresh
4. Canned
5. inspected
6. approval
7. condition
8. Conformation
9. cleanliness
10. fleshing
11. condition
12. flesh

ACTIVITY 19-7 (p.153)

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. T
10. F
11. F
12. T

ACTIVITY 19-8 (p.154)

BROILING
ROASTING
STEWING
FRYING
BRAISING
TRUSSING

ACTIVITY 19-10 (p.156)

1. TROUT
2. CRAYFISH
3. SNAPPER
4. LOBSTERS
5. CRUSTACEANS
7. FINFISH
8. FLOUNDER
9. SHELLFISH
10. SALMON
11. SHRIMP

ACTIVITY 19-11 (p.157)

1. entrails
2. Dressed
3. Steaks
4. Fillets
5. butterfly
6. cured
7. canned
8. Frozen
9. fresh, cooked, freeze-dried
10. barrel
11. finfish
12. shellfish

ACTIVITY 19-13 (p.159)

1. D
2. B, D
3. C, A
4. C, G, A, E
5. A
6. H, G, D
7. C, B, A, G, D
8. A, I, D
9. G, D
10. B, D
11. G, E

Chapter Twenty
Eggs and Cheese

ACTIVITY 20-2 (p.162)

1. air cell
2. bloom
3. yolk
4. chalaza
5. shell
6. albumen

ACTIVITY 20-3 (p.163)

A. 3
B. 2
C. 1

ACTIVITY 20-4 (p.164)

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. F
9. T

ACTIVITY 20-6 (p.165)

1. clarifier
2. thickener
3. binder
4. leavening
5. emulsifier
6. coating

ACTIVITY 20-7 (p.166)

1. canapes
   salads
   cream sauces

2. Eggs Benedict - served on a toasted English muffin with a slice of Canadian bacon and topped with Hollandaise sauce.
   Western Style Poached Eggs - served with spicy tomato sauce.
   Eggs Florentine - served on a nest of cooked spinach topped with cheese sauce.
   Eggs Mornay - baked in cheese sauce and sprinkled with grated cheese.
   Scrambled Eggs - made from beaten eggs and served with any of a variety of garnishes.
   Omelets - cooked in a saute pan and garnished with parsley, pimento, asparagus spears or a variety of other foods.

3. Fresh Eggs - should be kept in refrigerator until used, may be kept for weeks if kept at temperature of 40-55°F.
   Dried Eggs - keep tightly covered in refrigerator and use as soon as possible.
   Cream, custard, or meringue pies - refrigerate immediately after preparation.

ACTIVITY 20-9 (p.167)

1. D
2. C
3. B
4. A

ACTIVITY 20-11 (p.169)

1. Soft-cooked
2. Hard-cooked
3. discoloration
4. deviled
5. Fried
6. firmness
7. Sunny-side up
8. Over-easy
9. Hard-fried
10. Basted
11. oven-fried
12. Poached
13. vinegar
14. Eggs Benedict
15. Baked
16. Eggs Mornay
17. Scrambled
18. tenderness
19. watery
20. braiser
21. omelet
22. plain
23. fluffy
24. folding

Chapter Twenty-one
Cereals and Pastas

ACTIVITY 21-2 (pp.173-4)

1. Grains
2. cereals
3. pastas
4. bran
5. endosperm
6. germ
7. unrefined
8. Refined
9. enriched
10. fortified
11. weight
12. Brown
13. White
14. Converted
15. Coated
16. Wild
17. durum
18. tubes
19. instant
20. rice

ACTIVITY 21-3 (p.175)

	Menu Uses
Breakfast cereals	–toppings on casseroles –for breading meats, poultry, and fish –as ingredients in cookies, quick breads, or special desserts –served hot or cold at breakfast
Rice	–an accompaniment of meat, poultry, or fish –as a breakfast cereal –as a main ingredient in baked dishes –used in soups –used in desserts
Pastas	–as a main dish–example: macaroni and cheese or chicken and noodles –as an accompaniment –as an ingredient in a main dish, soup, or salad

ACTIVITY 21-4 (p.176)

Answers may include any of the following:

1. –Cereals must be added slowly to boiling water to prevent lumping.
   –Rice and pastas can be added directly to boiling water and stirred briefly to separate.
   –Starches may be boiled or steamed.
   –Starches require 2 to 2½ times the amount of water to the product.
   –Granular cereals absorb more water than whole or flaked cereals.
   –Nutrients will be dissolved and discarded when excess water is used.
   –Rinsing starches prevents sticking of a cooked product.
   –Fine grains cook faster than coarse grains.
   –Small or thin pieces of pasta cook faster than large or thick ones.
   –Starches will become mushy, gummy, or thin if overcooked.
   –Cereals should be cooked until soft.
   –Pastas should be cooked until tender.
   –Excessive stirring causes product to become sticky.
   –Oil may be added to rice or pasta to prevent sticking.
2. –The starch absorbs water.
   –The heat causes steam which erupts the starch granules.
   –The released soluble starch paste causes the product to gelatinize.
3. –Nutrients will be dissolved and then lost.
4. –They will become mushy or gummy.
5. –It means cooked until tender, but firm.
6. –It causes product to become sticky.
7. –It enhances the flavor.
8. –Saute it in butter or add oil to the water when boiling.
9. –Keep it in clean cold water or refrigerated.

Chapter Twenty-two
Vegetables and Fruits

ACTIVITY 22-2 (p.180)

Pomes: apples, pears, quince
Drupes: apricots, peaches, plums
Berries: grapes, strawberries, blueberries
Citrus fruits: grapefruits, lemons, oranges
Melons: cantaloupes, honeydews, watermelons

ACTIVITY 22-3 (p.181)

Root: carrots
Bulb: onions
Stem: asparagus
Leaf: lettuce
Flower: broccoli
Pod/Seed: beans
Fruit: tomatoes
Strong flavor: turnips
Mild flavor: peas

White: cauliflower
Yellow: corn
Green: spinach
Red: beets

High moisture content: zucchini
Low moisture content: squash
Dry: lentils

ACTIVITY 22-4 (p.182)

1. Fresh
2. Canned
3. Frozen
4. Dried

CLUES

1. dehydrated
2. blanching
3. botulism
4. legumes
5. carton
6. crate
7. flat
8. lug

ACTIVITY 22-6 (p.184)

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. F

ACTIVITY 22-7 (p.184)

X	X
X	____
____	____
X	X
____	X
X	X
____	____

ACTIVITY 22-8 (p.185)

X
X
____
X
____

ACTIVITY 22-9 (p.185)

1. refrigerator
2. ice
3. served
4. Leftover
5. sauces
6. Lemon
7. thawed
8. Canned
9. discarded
10. refrigerated

Chapter Twenty-three
Breads

ACTIVITY 23-2 (p.188)

1. C
2. B
3. D
4. A
5. C
6. D

ACTIVITY 23-3 (pp.189-90)

A-2
B-7
C-18
D-12
E-8
F-5
G-11
H-15
I-13
J-17
K-6
L-3
M-16
N-10
O-4
P-9
MAGIC TOTAL 39

ACTIVITY 23-5 (p.191)

1. pastries
2. commerical
3. warmth
4. moisture
5. refrigerator
6. stale

Chapter Twenty-four
Desserts and Cookies

ACTIVITY 24-2 (pp.196-7)

1. B
2. E
3. A
4. F
5. C
6. D
7. A
8. C
9. F
10. B
11. C
12. E
13. A
14. D
15. B
16. F
17. A
18. D
19. C
20. B

ACTIVITY 24-7 (pp.201-2)

ACROSS

1. foam
3. stiff
4. shortening
7. flour
10. icing
11. eggwash
13. greased
15. eggs
16. canvas liner
17. waxed
18. molded

DOWN

2. muffin
4. Soft
5. refrigerated
6. less
8. powdered
9. Bar
12. sugar
14. Rolled
19. drop

Chapter Twenty-Five
Cakes and Icings

ACTIVITY 25-3 (pp.206-7)

1. gluten
2. cracks
3. volume
4. butter
5. fall
6. eggs
7. sugar
8. moisture
9. soggy
10. shelf
11. tough
12. leavener
13. flour
14. shortening
15. cake
16. ingredients
17. little
18. sponge
19. coarse
20. milk
21. buttermilk
22. flat
23. formulas
24. quality

ACTIVITY 25-5 (p.210)

1. E
2. F
3. D
4. A
5. H
6. B
7. C

ACTIVITY 25-7 (p.212)

1. F
2. E
3. D
4. B
5. A
6. C

Chapter Twenty-six
Pastry and Pies

ACTIVITY 26-2 (p.219)

ACROSS

1. two crust
3. deep dish
4. fruit
6. pastry shells
8. soft filled
12. horns
14. crullers
15. pastry

DOWN

2. cream puffs
5. Napoleans
7. single crust
9. turnovers
10. eclairs
11. tarts
13. quiche

ACTIVITY 26-5 (p.220)

1. pie crust
2. choux paste
3. puff paste

ACTIVITY 26-6 (pp.221-2)

1. Pastry
2. water
3. Shortening
4. Eggs
5. sugar
6. puff
7. splitting
8. Confectioner
9. Salt
10. choux
11. Bread
12. flakier
13. cold
14. yolks
15. tender
16. shrink
17. tough

ACTIVITY 26-9 (p.225)

1. E, G
2. A, F
3. H, I
4. B, D
5. C

ACTIVITY 26-11 (p.227)

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. T

Chapter Twenty-seven
Basic Service Skills

ACTIVITY 27-5 (p.234)

Note: the following answers are here as a guideline. Students' answers may vary according to their interpretation of how to "best" handle each given situation.

1. Remain courteous toward the customer, apologize, and exchange it without a fuss.

2. It is not the waiter's or waitress' place to ask guests to be quiet when they get "out of hand." Complaints should be reported to the manager or headwaiter so that the situation may be handled appropriately.

3. Lead the customer to the table on your left arm, not touching the person's cane or guide dog. Remove unnecessary clutter and move condiments closer to the guest. After presenting the menu to the guest, quietly describe menu items and prices speaking in a pleasant normal voice. When serving, quietly announce what you are putting on the table.

4. Apologize and offer to seat the gentleman at another table. Be aware of the establishment's policy regarding special requests, and be willing to make suggestions for alternatives.

5. Provide a table out of the line of traffic, and place children where they cannot see other guests. This will help prevent distractions. Be aware of foods in which portions may be split and the children's dishes which are available. Provide cookies or crackers to keep children happy until the food arrives.

ACTIVITY 27-6 (p.235)

Note: These answers are given to act as a guide. Students' answers may vary since they require individual thought.

1. Ask the customer if they would like to be seated in an area where they can be given service more quickly, such as at the counter. If not, explain as accurately as possible how long their order will take. Suggest items to the customer that are already prepared.

2. Alert the headwaiter, hostess, or manager; do not try to handle an individual in this situation by yourself.

3. Do not appear annoyed, upset, or in a hurry. Listen carefully, handle the complaints you can and report the complaints you can't handle to the manager.

4. Do not appear irritated or try to rush the customer. Make suggestions or give the customer more time to decide while promising to return soon.

5. Avoid getting involved in long conversations and going near the table except to provide needed services. Try to be good natured and remain courteous. If an individual gets out of line, report it to the manager.

6. Quietly assist by removing a chair so there will be plenty of room at the table for the wheelchair.

ACTIVITY 27-8 (p.237)

1. B
2. B
3. B
4. A
5. B
6. B

ACTIVITY 27-9 (p.238)

1. D
2. E
3. B
4. C
5. F
6. A

ACTIVITY 27-11 (p.239)

1. –Know what your duties are and how to perform each task quickly and correctly.
   –Complete pre-service duties before serving hours.
   –Plan ahead, and never return to or leave the kitchen empty handed.
   –Refill water glasses and coffee cups for several tables in one trip.

2. Loading–Balance the items on trays carefully-never overload the trays. This will prevent breakage and spillage.
   Carrying–Carry on shoulder with greatest weight near the shoulder. Main dishes should be placed at 5, 6, and 7 o'clock positions on tray with lighter dishes at 3 and 9 o'clock. Other lightweight items can be placed at 12:00.

3. It makes more time available for serving customers.

4. –Keeping perishable foods refrigerated; foods should not be wasted.
–Taking orders accurately.
–Paying attention to portion control.
–Re-covering and re-using food items in service containers that have not been touched by customers.

5. –Avoiding mistakes on guest checks in adding, computing sales tax, and giving change.
–Avoiding employee dishonesty.

Chapter Twenty-eight
Sidework

ACTIVITY 28-2 (p.242)

1. Sidework includes all the duties assigned to food service personnel in addition to service duties.

2. –Clean the dining room and put everything in its place.
–Clear dishes, flatware, and table coverings.
–Appropriately store clean dishes, glassware, and flatware.
–Clean tables, chairs, and other surfaces.
–If tables are not to be reset, place chairs with the seats resting on the table.
–Clean containers and properly store perishables.
–Clean and refill condiment containers.
–Wash pitchers and ice buckets placing them upside down to dry.
–Store useable table flowers in the walk-in refrigerator.
–Clean side and booster stands.
– Disconnect electrical appliances.
–Shut off gas equipment.
–Restock matches, toothpicks, napkins, dishes, cups, and flatware.
–Lock pantry, cabinets, and refrigerator.

3. –Turn on lights and gas or electrical appliances.
–Perform sidework duties.
–Inspect dishes, glasses, and flatware.
–Check tables, countertops, chairs, and stools for alignment and cleanliness.
–Set table with clean linens or placemats, flatware, dishes, and glassware.
–Make sure condiments are ready for use.
–Place flowers that have been checked for freshness on the table.
–Stock the service stands.
–Make sure warning unit in service stand works properly.
–Fill ice bins, and make coffee.
–Make sure necessary food items are brought from the kitchen.

4. –Replenish service stands.
–Check for supplies that are getting low.
–Keep the service stand neat and clean.
–Clean and reset tables as needed.
–Clean up food and beverages that have been spilled
–Clean condiment containers as needed.

ACTIVITY 28-3 (p.242)

1. setting and resetting tables
2. cleaning the dining room
3. inspecting, cleaning, and polishing serviceware
4. managing service stands

Chapter Twenty-nine
Styles of Service

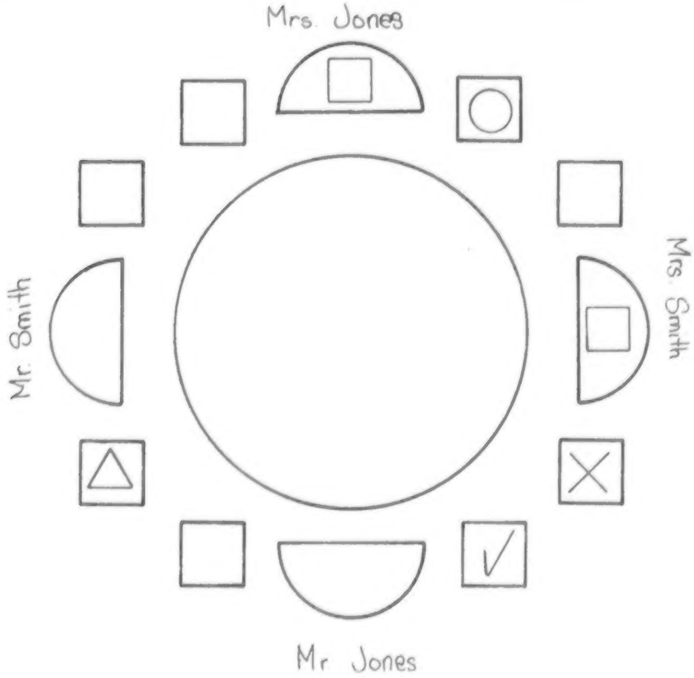
ACTIVITY 29-2 (p.246)

1. counter service
2. trayline service
3. seated service

ACTIVITY 29-3 (p.247)

1. B
2. D, H
3. E
4. F, G
5. A
6. C

ACTIVITY 29-4 (p.248)


Mrs. Jones
Mr. Smith
Mrs. Smith
Mr Jones

ACTIVITY 29-5 (p.249)

1. salad plate
2. butter plate
3. salad fork
4. dinner fork
5. dessert fork
6. dinner plate
7. napkin
8. water glass
9. dinner knife
10. butter knife
11. teaspoon
12. soup spoon

ACTIVITY 29-6 (p.250)

1. standard dinner setting
2. standard breakfast setting
3. standard luncheon setting

ACTIVITY 29-7 (p.251)

1. Both forks should be placed to the left of the cover.
2. Knives should be next to the cover on the right side.
3. Cutting edges of knives should be toward the center of the cover.
4. Spoons should be placed to the right of the knives.
5. Water glasses should be placed to the right above the tip of the knives.
6. Coffee cups should be placed to the right of the water glasses.
7. Coffee cup handles should go toward the outside.
8. Napkins should go to the left of the plate or stand in the center of it.

Chapter Thirty
Table Service

ACTIVITY 30-2 (p.255)

1. a. "Good morning, party of two?"
   b. "Good afternoon, I'll be with you in just a moment."
2. a. The reservation is checked off in the reservation book and the party is escorted to the assigned table.
   b. The greeter asks how many persons are in the party, then selects an appropriate table for the guests.
3. a. preferences
   b. age
   c. size of party
4. a. (a young lady) – in a party of two
   b. (the eldest lady) – in a larger party
5. a. a blind person – Inform them of anything unexpected, such as a step, or a napkin in a water goblet.
   b. guests with wraps or parcels – Offer to "check them" or place them where they will be out of the way.

ACTIVITY 30-3 (p.256)

1. where – seat them away from quieter guests
   why – so they won't disrupt other guests

2. where – seat them where there is a safe place for a high chair
   why – so it does not interfere with passage in aisle or around a table where accidents could occur

3. where – seat them where there is a safe place for a wheel chair
   why – so it doesn't obstruct traffic and become dangerous for the guest and employees

4. where – at an assigned table
   why – because the table has been selected in advance

5. where – in an appropriate station that is not being overworked
   why – so that the guests can be served and attended to as quickly and efficiently as possible

ACTIVITY 30-4 (p.257)

1. Wait until all guests are seated before presenting menus.
2. Menus are given to the guests from the left.
3. Present the menu open or closed according to the restaurant's policy.
4. When serving a couple present the menu to the woman first.
5. When serving a group, present the menus beginning with the person to the right of the host or hostess and proceed counterclockwise around the table.
6. Before offering the menu, offer to help the guests with their napkins only if they are in the way.
7. While guests study the menu, busy yourself by removing or adding extra place settings as needed, filling water glasses, or placing bread and butter on the table.

ACTIVITY 30-5 (p.258)

1. PRONUNCIATION
2. DESCRIPTION
3. DAILY SPECIAL
4. POLICIES
5. PREPARATION TIME
6. ACCOMPANIMENT
7. IN SEASON ITEMS
8. DAILY SOUP

HINT: CORRECT ANSWER

ACTIVITY 30-6 (p.258)

1. First complete general information on the guest check.
2. Use a system to record location of person receiving order.
3. Write clearly according to restaurant order.
4. Make sure order can be read by person in the kitchen.
5. Clarify order with guest before recording it.
6. Find out what the customer wants.
7. Record it using abbreviation codes clear to everyone.

ACTIVITY 30-7 (p.259)

1. BBQ - barbeque beef
2. C Burg - cheese burger
3. Chef Sal - chef salad
4. Chow - clam chowder
5. Cof - coffee
6. col - cole slaw
7. ff - French fries
8. FChix - fried chicken
9. FrC - fruit cocktail
10. GC - grilled cheese
11. mash - mashed potatoes
12. OJ - orange juice
13. PC - pork chops
14. ShC - shrimp cocktail
15. T - tea
16. Ts - tuna salad

ACTIVITY 30-8 (p.260)

1. Summarize the order.

2. a. Order called in directly or over intercom.
   b. Written order placed on a spindle.
   c. Order read aloud by designated kitchen employee.
   d. Computerized ordering device is used.
3. (promptly) as soon as possible
4. that the orders should be prepared at the same time
5. a. Check with the kitchen to make sure order has not been misplaced.
   b. Reassure the customers that they have not been forgotten.

ACTIVITY 30-9 (p.261)

1. A
2. A
3. I
4. A
5. P
6. I
7. A
8. I
9. I
10. A
11. I
12. A
13. I
14. A
15. P

ACTIVITY 30-10 (p.262)

Breakfast	Lunch	Dinner
4 Total #1 15	4 Total #2 22	4 Total #3 17
6	3	9
2	7	1
7	2	7
3	1	2
5	9	5
1	10	3
	6	6
	5	8
	8	

ACTIVITY 30-11 (p.263)

1. Serve the woman first.
2. Serve the lady on the host's right first, the other lady, the other gentleman, and then the host last.
3. Serve ladies on the right and left of the host, gentlemen on the right and left of the host, hostess, and then the host.
4. Serve person on the host's right, then guests counter clockwise.
5. Serve older before younger, ladies before gentlemen, and children after ladies.

ACTIVITY 30-12 (p.263)

1. left
2. right
3. right
4. right
5. right
6. right
7. upper
8. lowered

ACTIVITY 30-13 (p.264)

1. right
2. booth
3. entree or dinner
4. should not
5. same
6. before
7. should not
8. scrape
9. stacked

Chapter Thirty-one
Counter and Self-Service

ACTIVITY 31-2 (p.267)

NOTE: The answers below are suggested answers--student's answers will vary according to their interpretation.

ACROSS CLUES

1. Allows guest to select food displayed at service counters and to assemble their selections on trays.
3. Features easy-to-prepare meals, short orders, pre-packed foods, and fountain items.
6. Meets the needs of customers wanting modestly priced meals by providing counter, tray, or self-service.
7. May be divided into cafeteria, buffet, take-out service, and automated self service.

DOWN CLUES

2. Uses vending machines to serve the food.
4. Allows customers to "take-out" food items or complete meals.
5. Offers food on a table or buffet either for self-service or to be served by an attendant.

ACTIVITY 31-3 (p.268)

1. C
2. B
3. A
4. B
5. A
6. B
7. A
8. C
9. C
10. B
11. C
12. B
13. B
14. A
15. B

ACTIVITY 31-4 (p.269)

1. a. Written on a blank pad.
   b. Checked off on a prepared pad.
   c. Entered on a computerized cash register.
2. a. Pass written copy to kitchen.
   b. Verbally send order to kitchen.
   c. Put order in a computerized system which allows order to be seen in the kitchen.

3. a. Assemble order on trays.
   b. Check order for accuracy.
   c. Mark similar items for easy identification.
   d. Use the American or plate service for serving food.
4. a. Meat may be carved or sliced as customers pass through serving line.
   b. Beverages, bread and butter, and desserts may be served at the table by attendant.
5. The following is a list of procedures which should appear in students' paragraphs:
   1) Greet customers as they approach.
   2) Ask which items they would like.
   3) Serve the food requested.
   4) Serve exact portions as directed.
   5) Know what plate or bowl size to use for each item.
   6) Place food within the rim of the plate.
   7) Place relishes which accompany the meat near the meat and away from potatoes to keep relishes and gravy from mixing.
   8) When serving salad, don't disturb the arrangement of salad bowl.
   9) Ask for all necessary information before serving food.
   10) Follow establishment's procedures when requested food item is temporarily unavailable.

ACTIVITY 31-5 (p.270)

Exercise A
1. meats
2. salads
3. garnishes
4. desserts
5. pie wedges
6. meat loaf
7. meat balls
8. cake and pie

Exercise B
making coffee, dispensing milk and soft drinks, preparing ice cream drinks, desserts, and making sandwiches

ACTIVITY 31-7 (p.272)

1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. F
9. T
10. F

Chapter Thirty-two
Other Types of Food Service

ACTIVITY 32-2 (p.277)

1. long before the date of the affair
2. a certain number of people; a certain date; selecting the menu; selecting the style of service
3. the number of expected guests; the type of function
4. banquet crew or two waitresses or waiters on the night before
5. so that guests will not be crowded and may be served quickly and simultaneously
6. the type of function; the number of guests; type of service used; the amount of equipment and number of servers needed; the shape of the room; whether a head table is used and the number of guests seated there
7. enables guests at other tables to see people at the head table
8. large tablecloths are laid more easily by two persons; overlap ends of tablecloths if several tables have been put together; be sure center fold of each cloth is straight on the table

ACTIVITY 32-3 (p.278)

1. oval
2. quarter-round
3. oblong
4. curved
5. half-circle
6. round

ACTIVITY 32-4 (p.280)

1. B
2. A
3. A
4. B
5. B
6. A
7. B
8. B
9. A
10. A

A=30
B=25

ACTIVITY 32-5 (p.281)

1. O
2. X
3. X
4. O
5. O
6. X
7. O
8. X
9. X
10. O
11. O
12. X

ACTIVITY 32-6 (p.282)

in client's home, own kitchen, or in mobile facilities	special insulated containers	specially equipped vehicle	customer has choice of service
hotel/motel kitchen	hot foods are covered, and cold foods are left uncovered; all are placed on a prepared tray or cart	taken to guest's room by a waiter or waitress on a tray or cart	cart or tray taken into room and covers removed
trays of food are prepared on an assembly line, and food that needs to be prepared immediately before serving is prepared in the room	foods are placed on trays according to dietary needs and then checked by a food checker	trays transported to portable carts which are delivered to designated floor	trays are set up in patients' rooms so they may eat comfortably
in food preparation area	beverages and food are placed on a tray	by a carhop	on trays to customers in their cars
prepared in flight kitchen	stored in insulated containers until serving time	in refrigerators or warmers	by flight attendants to passengers' seats

ACTIVITY 32-7 (p.283)

1. cakes - by elaborately decorating them to add festivity to weddings, anniversaries, birthdays, or receptions
2. coffee - put in a silver service and set up on a separate table for an elegant look at a special occasion
3. punch - served from silver, glass or plastic bowl with matching tray; fruit, greenery, flowers or ice ring can be added for a special look
4. steaks - may be grilled in front of guests to whet their appetites
5. hors d'oeuvers - served as a main food at special parties and arranged on trays, plates, and other serving dishes
6. ice - delicate carvings which may be used as a centerpiece or container for food which must be kept cold
7. Japanese food - the entire meal may be prepared on a special table with customers seated around it
8. fruit desserts - may be flamed at the customer's table to give a spectacular effect

Chapter Thirty-three
Money Handling

ACTIVITY 33-2 (p.286)

1.		
	6.20	Sub Total
	.37	Sales Tax
	6.57	Check Total
2.		
	1.99	Sub Total
	.12	Sales Tax
	2.11	Check Total
3.		
	18.60	Sub Total
	1.12	Sales Tax
	19.72	Check Total
4.		
	5.02	Sub Total
	.30	Sales Tax
	5.32	Check Total
5.		
	10.05	Sub Total
	.60	Sales Tax
	10.65	Check Total
6.		
	21.78	Sub Total
	1.31	Sales Tax
	23.09	Check Total
7.		
	13.56	Sub Total
	.81	Sales Tax
	14.37	Check Total
8.		
	5.41	Sub Total
	.32	Sales Tax
	5.73	Check Total
9.		
	27.95	Sub Total
	1.68	Sales Tax
	29.63	Check Total
10.		
	9.15	Sub Total
	.55	Sales Tax
	9.70	Check Total
11.		
	20.17	Sub Total
	1.21	Sales Tax
	21.38	Check Total
12.		
	33.47	Sub Total
	2.01	Sales Tax
	35.48	Check Total

ACTIVITY 33-3 (p.287)

1.	Grilled cheese	4.50
	Milkshake	3.15
	Cola	1.30
	Sub Total	12.05
	Sales Tax	.72
	Total	12.77
2.	Vegetable	3.50
	Iced Tea	1.30
	Sub Total	28.65
	Sales Tax	1.72
	Total	30.37

ACTIVITY 33-4 (pp. 288-9)

1.	Sub Total	23.40
	Sales Tax	1.40
	Total	24.80
2.	Coffee	.90
	Sub Total	9.05
	Sales Tax	.54
	Total	9.59
3.	Sales Tax	1.25
	Total	22.05
4.	Sub Total	11.20
	Sales Tax	.67
	Total	11.87
5.	French Fries	1.90
	Cola	1.30
	Sub Total	9.30
	Sales Tax	.56
	Total	9.86
6.	Sales Tax	1.21
	Total	21.51

ACTIVITY 33-5 (p.290)

	Do	Don't
1.	X	
2.		X
3.		X
4.		X
5.	X	
6.	X	
7.		X
8.	X	
9.		X

ACTIVITY 33-6 (p.291)

1. The checks should be placed face down near the center of the table.
2. The check should have been presented face up on a check tray.
3. The check should be placed face down on the table to the right of the business woman who indicated that she would pay the check.

ACTIVITY 33-8 (p.292)

1. 5 (25¢, 10¢, 5¢, 1¢, 1¢)
2. 6 (25¢, 25¢, 10¢, 1¢, 1¢, 1¢)
3. 3 (25¢, 25¢, 25¢)
4. 7 (25¢, 25¢, 25¢, 5¢, 1¢, 1¢, 1¢)
5. 7 (25¢, 25¢, 25¢, 10¢, 5¢, 1¢, 1¢)
6. 2 (10¢, 10¢)
7. 8 (25¢, 25¢, 10¢, 5¢, 1¢, 1¢, 1¢, 1¢)

ACTIVITY 33-9 (p.293)

1. a. 1 quarter + 1 fifty-cent piece + one-dollar bills
   b. $1.25, $1.50, $2.00, $3.00, $4.00, and $5.00

2. a. 1 penny and 2 dimes
   b. $1.79, $1.80, $1.90, and $2.00

3. a. 1 penny + 2 dimes + 3 one-dollar bills + 1 five-dollar bill
   b. $1.79, $1.80, $1.90, $2.00, $3.00, $4.00, $5.00, and $5.00 makes $10.00

4. a. 1 penny + 2 dimes + 3 one-dollar bills + 1 five-dollar bill + 1 ten-dollar bill
   b. $1.79, $1.80, $1.90, $2.00, $3.00, $4.00, $5.00, and $5.00 makes $10.00, and $10.00 makes $20.00

5. a. 1 nickel + 1 dime + 1 fifty-cent piece
   b. $2.35, $2.40, $2.50, and $3.00

6. a. 1 nickel + 1 dime + 1 fifty-cent piece + 1 quarter
   b. $2.35, $2.40, $2.50, $3.00, and $3.25

7. a. 1 dime + 1 nickel + 1 quarter + 1 fifty-cent piece
   b. Since you gave me 3 pennies, I'll start from $5.10 and count to $6.00; $5.10, $5.20, $5.25, $5.50, and $6.00

8. a. 4 pennies + 1 nickel + 1 quarter + 3 one-dollar bills
   b. $6.66, $6.70, $6.75, $7.00, $8.00, $9.00, and $10.00

9. a. 1 fifty-cent piece
   b. Since you gave me $7.16 I'll subtract 16 cents and start counting from $6.50; $6.50, and $7.00

ACTIVITY 33-11 (p.295)

Total Cash from Sales: $725.75
Cash Short: $5.00

ACTIVITY 33-12 (p.296)

1. $2.25
2. $2.63
3. $1.83
4. $4.89
5. $ .97
6. $3.85
7. $6.42
8. $4.74
9. $1.67
10. $2.80
11. $4.43
12. $6.98
13. $1.13
14. $2.96
15. $ .72
16. $3.48
17. $7.50
18. $3.15
19. $1.22
20. $4.80

ACTIVITY 33-13 (p.297)

1. F
2. F
3. F
4. F
5. T
6. F
7. T
8. T
9. T
10. F

Chapter Thirty-four
Management Responsibilities

ACTIVITY 34-4 (p.303)

1. Policies
2. Organizational goals
3. Procedures
4. goals
5. policies and procedures
6. policies and procedures
7. planning
8. Employee

ACTIVITY 34-5 (p.304)

A. 3
B. 5
C. 2
D. 6
E. 1
F. 4

ACTIVITY 34-6 (p.304)

1. 1) Source: Local and state department of health; Information: Sanitary codes
   2) Source: Local, state and Federal departments; Information: Employment issues
   3) Source: State employment commissions; Information: Federal and state regulations; update on employment-related laws

2. 1) Enforce laws pertaining to food service sanitation.
   2) Schedule workshops regularly.
   3) Have clearly written policies and procedures available to employees.

ACTIVITY 34-7 (p.305)

1. G
2. D
3. B
4. I
5. E
6. F
7. C
8. A
9. H

Chapter Thirty-five
Cost Control

ACTIVITY 35-2 (p.307)

1. +
2. o
3. +
4. +
5. o
6. +

ACTIVITY 35-3 (p.308)

1. NUTRITIONAL NEEDS OF CUSTOMERS
2. NEEDS AND DESIRES OF CUSTOMERS
3. TYPE* OF FOOD OR MEAL SERVICE
4. LIMITATIONS OF EQUIPMENT

* The digits under this blank (E) should be 55 not 25.

ACTIVITY 35-4 (p.309)

1. LABOR COSTS - costs related to employee wages and benefits
2. OVERHEAD - cost of rent, utilities, equipment repair, and maintenance
3. FOOD COSTS - related to cost of food used in meal preparation; may be expanded to include cost of supplies, china and other such items
4. FOOD SERVICE OPERATION - must be managed effectively and efficiently
5. ANTICIPATED PROFIT - amount of money the owner makes after all expenses are paid
6. TURNOVER - refers to number of customers served during the day
7. A LA CARTE - each menu item is listed and priced separately, allowing managers greater control over food costs
8. TABLE D' HOTE - complete melas being provided at one price

ACTIVITY 35-5 (p.310)

ACROSS
1. prepartion*
4. terminology
7. two
9. order
11. numbered
12. clips
13. native

DOWN
1. pinch
2. abbreviation
3. cluster
4. typed
5. ingredients
6. updated
8. form
10. weight

*should be preparation

Chapter Thirty-six
Buyers, Receivers, and The Storeroom

ACTIVITY 36-2 (p.312)

1. D
2. G
3. B
4. A
5. F
6. C
7. E

ACTIVITY 36-3 (p.313)

1. Keep the storeroom locked.
2. Safeguard the storeroom keys when not in use.
3. Do not permit unauthorized persons to enter stockroom.
4. Correctly complete requisition forms.
5. List items needed, including date, department area, and name and grade of item needed.
6. Have department head sign form before filling the order.
7. Keep end-of-the-month evaluation of inventory records to provide insight into the operation, provide information necessary for preparing orders, and indicate how much money is tied up in food supplies.
8. Keep adequate supplies, but avoid stock piles of items which may reduce capital needed for some other use.

ACTIVITY 36-4 (p.314)

ACROSS
1. specification cards
4. credit terms
6. unit
8. purveyors
9. purchasing agent
10. unit price
11. steward

DOWN
1. special payments
2. dealers
3. receiving clerk
5. buyer
7. Total cost
9. P.O.

Chapter Thirty-seven
Finances and Recordkeeping

ACTIVITY 37-2 (p.317)

1. High payroll; Lay off some employee, cut the amount paid to each worker.
2. Low income; Advertise more, feature low priced daily specials, raise prices, and make sure facility is clean and attractive.
3. High food and supply costs; Make smaller purchases, find less expensive suppliers, buy cheaper quality, practice portion control, reduce waste, and raise prices.

ACTIVITY 37-3 (p.318)

ACROSS
4. break even analysis
8. license
9. employee records

DOWN
1. profit loss statement
2. balance sheet
3. tax records
5. employee schedule
6. payroll records
7. time cards

ACTIVITY 37-4 (pp. 319-20)

Assets

Current Assets
- Cash $2,187
- Accounts receivable $000
- Inventory $3,007 ←

($2,157	money reserved for food and beverages when restaurant opens
$650	money spent on supplies
$200	money to be spent for fresh fish
$3,007)	

Total Current Assets $5,194

Fixed Assets
- Property $9,967 ←

($4,300	delivery truck
$3,489	furniture and fixtures
$2,178	tableware, glassware, etc.
$9,967)	

- Equipment $10,078 ←

$7437	stationary kitchen equipment
$2,641	hand kitchen equipment
$10,078	

- Property renovation $750

Total Fixed Assets $20,795

Liabilities

Trade Debt	$200	
Bank Debt	$17,000	
Other Debt	$000	
Total Liabilities	$17,200	
Owner's Equipty	$8,789 ←	(Total assets - total liabilities = owner's equity = $25,989 - $17,200 = $8,789)
Total Liabilities and Owner's Equity		$25,989 (NOTE: Total liabilities and owner's equity should equal total assets.)

ACTIVITY 37-5 (p.321)

PROFIT AND LOSS STATEMENT

Total Sales		$916,800
Food cost		
Inventory at the beginning of year	$103,200	
Food purchases during the year	$308,400	
Total	$411,600	
Less final inventory	$101,400	
Cost of food sold		$310,200
Gross profit		$606,600
Expenses		
Salaries	$194,400	
Other expenses	$ 39,792	
Total operating expenses		$234,192
Net profit		$372,408

ACTIVITY 37-6 (p.322)

1. –provides a tracking system for the patients and their individual dietary needs
   –analyzes food intake for specific nutrients
   –used for patient education in nutrition
2. –logging employee hours and benefits including preparing the payroll and writing checks
   –as a computerized cash register
3. –number of times a menu item is ordered each day
   –computation of each customer's bill
   –daily income
   –amount of sales tax collected
4. Regional business managers are able to compare each operation's business transactions within a matter of hours.
5. –payroll, accounts payable, purchasing, inventory, accounts receivable, order processing, and a general ledger
6. –assisting in preparing menus
   –tracking how often certain food items have been served
   –storing several hundred recipes in various categories

ACTIVITY 37-7 (p.323)

(Any ten of the following)

1. Clearly define the needs of the food service operation.
2. Project the future needs of the food service operation.
3. Prioritize the needs of the food service operation.
4. Specify how much money the food service operation can afford to spend on computer equipment and software.
5. Talk with other food service managers about the computers and the applications they have used or examined.
6. Keep a file of comments, reviews from computer magazines, reviews from industry journals, and your evaluations.
7. Talk with local computer dealers.
8. Contact hardware and software dealers directly, using computer magazines to locate addresses.
9. Evaluate the operator's manual, or documentation, to see how easy the software may be to use and it will meet the needs of the food service operation.
10. See the software demonstrated and use it before buying.
11. Check to see how much follow-up support is available for problems and questions after the purchase.

Chapter Thirty-eight
Personnel and Production Management

ACTIVITY 38-2 (p.326)

Controlling employee absences
Discharging employees
Disciplining employees
Motivating employees
Delegating responsibilities
Organizing staff assignments
Communicating with employees
Enforcing rules

ACTIVITY 38-4 (p.328)

1. O
2. T
3. O
4. T
5. H
6. R
7. O
8. H
9. H
10. T
11. T
12. R
13. O
14. O
15. H
16. R
17. T
18. H
19. T
20. T
21. H
22. H
23. T
24. O
25. H
26. O
27. H

ACTIVITY 38-5 (p.329)

LABOR COST BUDGETS
Some budgets aid in scheduling by allotting a given amount of money for a given volume of sales. Budgets are based on past labor and sales figures.

IRREGULAR SCHEDULING
Starting times vary from one worker to another and from day to day. This type of scheduling is used to increase efficiency and avoid overworking or greatly inconveniencing any worker.

SPLIT SHIFT SCHEDULING
Workers not needed are released between meals. This type of scheduling is often used for servers.

USE OF STAFFING TABLES
These tables aid in scheduling workers by predicting the number of guests expected each day for each meal.

USE OF PART-TIME WORKERS
Part-time workers are often used to increase the staff during peak work loads. Additional personnel are often needed for large catered functions.

ACTIVITY 38-6 (p.330)

1. –peak production and service periods
   –hours of operation
   –layout of the facility; production and service facilities
   –current labor costs of facility
   –needs of employees in terms of student schedules, vacation, and sick leave time
2. Firing - when an employee is permanently released from job duties because of a violation of rules, regulations, theft, or other such action. Firing is a management decision.
   Layoffs - when, due to economic conditions, employees are released from their job duties for a specific or an indefinite period of time. Most often, layoffs occur when the business can no longer afford to keep the employee on the payroll, but wants to retain the option of putting the employee back to work in the future. Layoffs are a management decision.
   Voluntary separation or quitting - when the employee decides he/she no longer wants to work for the company, for whatever reason.
3. To provide the employee the opportunity to share with the food service manager information concerning the job, work conditions, and any problems encountered by the employee. Exit interviews may reveal major flaws in management style or organization of the operation.

ACTIVITY 38-7 (pp. 331-2)

A 1	B 2	C 3	D 1	E 2
F 2	G 3	H 1	I 2	J 1
K 3	L 1	M 2	N 1	O 2
P 2	Q 2	R 1	S 3	T 1
U 1	V 1	W 2	X 2	Y 3

TOTAL = 9

ACTIVITY 38-8 (p.333)

1. Production and quality controls serve as benchmarks or standards by which products are judged. If a product does not meet the standard, the food service manager may take steps to correct the problem.
2. When production and quality controls are clearly defined they help direct employee actions and strengthen their sense of responsibility for maintaining the quality of food served.
3. A satisfied customer will convey their satisfaction to family and friends. "Word of mouth" advertising by pleased customers helps increase business and profits.
4. When customers know that they can get consistently good quality food, at reasonable prices, in portion sizes which are reflective of the restaurant and the prices charged, they will return often. This "customer loyalty" helps a food service operation become financially successful.
5. Since labor, food, and production cost control are interrelated, a weak link in one control mechanism will affect other control systems. Information derived from one control system may be necessary for the effective operation of another control system. Therefore, it is important for each cost control system to be monitored separately.

Chapter Thirty-nine
Merchandising and Public Relations

ACTIVITY 39-2 (p.336)

1. D
2. E
3. G
4. F
5. C
6. B
7. D
8. A
9. C
10. B
11. G
12. F
13. A
14. C
15. G
16. F
17. C
18. D
19. B
20. A
21. E
22. G
23. B
24. F
25. A
26. A
27. F
28. C
29. B
30. E

ACTIVITY 39-4 (p.339)

ACROSS

2. public relations
3. showmanship
4. clip ons
7. promotions
10. market study
11. credit cards

DOWN

1. food service personnel
2. product study
5. comment card
6. table tents
8. publicity
9. advertising

ACTIVITY 39-5 (p.340)

Advertising - is how the business lets customers know where the food service operation is and what it has to offer.
Promotional programs - used periodically to attract customers; they are usually short-term incentives to encourage the purchase of a product.
Public relations - are the measures a business takes to win community respect.

ACTIVITY 39-6 (p.341)

1. —take time to read them and evaluate the comments
2. —the customers love the food and the prices but feel uncomfortable with the dirty surroundings
3. 1) it reflects the opinion of several customers
   2) it will improve the food service operation
4. —the manager
5. —handle the complaint as calmly and diplomatically as possible

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579